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ABSTRACT

These articles represent family recreation research, ideas for families that are in "non-traditional" settings or situations, family strengthening concepts through recreation, church-based concepts as well as a challenge for the professional. Articles included are: (1) "Family Leisure and Recreation: A Bibliography" (Arlin Epperson); (2) "What Research is Telling Us about Family Recreation" (S. Harold Smith); (3) "More Theory in Researching Discretionary Time?" (James C. Peterson); (4) "Criminal Rehabilitation through Structured Family Leisure" (Ron Mendell, Donald Schneller); (5) "The Effects of Unemployment on the Family Leisure of Unemployed Steelworkers" (Lisa Pesavento Raymond); (6) "Families with a Handicapped Child and Their Leisure Needs" (Jean E. Folkerth); (7) "Strengthening Families of Developmentally Disabled Children" (Steven L. Sims); (8) "A Persepctive on Leisure and Single Parent Families" (Carlton F. Yoshioka); (9) "Using the Family Council to Establish a Successful Family Leisure Lifestyle" (Robert E. Sorenson); (10) "How Recreation Can Strengthen Marriages and Families" (Thomas B. Holman); (11) "Stress Mangement: A Family Program" (Richard D. Gordin); (12) "Family Recreation Ministry" (Robert P. Raus); (13) "The Use of Instructional Games in the Retention of Learning with Families: A Church Recreation Case Study" (Howard Gray, Dean Halladay); (14) "Building Family Cohesiveness through a Weekly Family Activity Night" (Craig W. Kelsey); (15) "Family Recreation: Together is Better" (David J. Staniford); (16) "Teaching Your Kids to Dance (at Home)" (Mike Vander Griend); (17) "The History of Commercial Recreation and Its Role in the Provision of Family Recreation" (E. Taylor Ellis); and (18) "Challenge for Recreation Professionals: Family Recreation" (Jean Loveland). (JD)

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PERSPECTIVES
ON
FAMILY RECREATION AND LEISURE: A NATIONAL SYMPOSIUM

THE CENTENNIAL NATIONAL CONFERENCE
OF THE
AMERICAN ALLIANCE
FOR
HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

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AMERICAN ASSOCIATION FOR LEISURE AND RECREATION

PREFACE

It is with pride that we present this "Perspectives on Family Recreation and Leisure: A National Symposium." This publication is distributed in conjunction with The Centennial Conference of the American Alliance for Health, Physical Education, Recreation and Dance held at the World Congress Center in Atlanta, Georgia, April 17 - 21, 1985.

These "Perspectives" represent the thoughts and ideas of eighteen (18) professionals in the Health, Physical Education, Recreation and Dance field from numerous locations from across the country.

The articles represent family recreation research, ideas for families that are in "non-traditional" settings or situations, family strengthening concepts through recreation, church based concepts as well as a challenge for the professional.

We would like to express our appreciation to those who have participated in these "Perspectives" and have helped to highlight this most important concept of family recreation and leisure.

SP # 026852

Craig

Craig Kelsey
Co-Editor

Howard

Howard Gray
Co-Editor

PERSPECTIVES ON FAMILY RECREATION AND LEISURE:
A NATIONAL SYMPOSIUM

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Family Leisure and Recreation
A Bibliography

Arlin Epperson
Columbia, Missouri

The topic of family leisure has received varying degrees of attention over the years by scholars in several disciplines. The first identifiable reference to recreation as a family function was by W.F. Ogburn in an article in a magazine called "Recent Social Trends in the United States" in 1934.

Two scholars Cunningham and Johannis in 1960 made a review of the literature, and they were able to locate only nine research studies dealing with family leisure. Except for two sociologists, Orthner and Kelly, the writing and research on family leisure has come primarily from the marriage and family discipline. Orthner could be categorized as from the family relations discipline also. Virtually none has come from the leisure and recreation field with the exception of Kramer (1974), Michaelis (1984), Parker (1980), and Pelegrino (1973), which tend to be more activities orientated.

As the chronological productivity was plotted, an increase in writing on family leisure could be seen from its meager beginning in 1934 cresting perhaps in 1977-78 and then dropping to the level equal to the 60's, and beginning to increase again in the 80's. It appears now however that the marriage and family discipline has moved on to other areas of concern and there is only a occasional article or book chapter from that discipline.

About the Bibliography

The bibliography contained herein was exhaustive. All known indices, both printed and computerized, were searched. The review for obvious reasons was limited to literature written in the United States although there were several good articles in English, Canadian, German and French publications, particularly in the Society and Leisure Journal which were not included. The bibliography does contain several chapters in books that are on family leisure, but does not include the numereous family game books or christian orientated works. The list also includes only those references to leisure for families as a group, and not leisure for individuals within the family such as children, husbands or wives. Other studies not included were those in which family leisure was clearly peripheral and did not add substantially to our knowledge.

Space does not permit, nor was a review of the literature intended. However additional information about the predominate orientation of each of the authors categorized into six major topic areas might be helpful to readers as well as present and future scholars and researchers in this area.

The primary purpose of this article was to assist other scholars in identifying sources on family leisure, which have been difficult to obtain and heretofore have not previously been collected in any one place. It is to that end that these references are presented.

Family Cohesion and Interaction

The largest group of references dealt with the effect of family leisure and recreation on family cohesion and interaction. The most notable researcher was Orthner and his colleagues (1974, 1975a, 1975b, 1976, 1978, 1981, 1980, 1980). Others who wrote primarily with this focus in mind were Carisse (1975), Carlson (1976), Dynes (1977), Hawkins and Walters (1952), Kelly (1978), Ragheb (1975), Rosenblatt and Russell (1975), Scheuch (1960), and West and Merriam (1970).

Marital Quality and Satisfaction

A number of studies and writings dealt with the relationship of leisure to marital quality. These included Benson (1952), Gerson (1960), Orthner (1975a), Schuech (1960), and West and Merriam (1970).

Changes in Family Life

Several authors including Groves and Lastovica (1977), Kelly (1981), Parker (1980), Pelegrino (1973) and Young (1964) discussed the changing nature of families and its relationship to family leisure.

Role Function and Expectation

Another significant area of study has been role structure and expectation concerning family members in its relationship to leisure. Authors writing in this area include Carlson (1976), (1979), Connor, Johannis and Walters (1955), Guntner and Moore (1975), Kramer (1974), Neulinger (1974), Orthner (1974), and Rosenblatt and Russell (1975).

The Effect of Wife Employment on Family Leisure

Some researchers have attempted to look at family leisure as dependent and have attempted to ascertain what causes families to participate in the leisure they do. The most frequently studied variable has been wife/mother employment. Bollman, Moxley and Elliott (1977), Carlson (1976), Kelly (1981), Nickols and Abdel-Ghany (1981), and Orthner and Axelson (1980) all wrote in this area.

Family Life Cycle in Leisure Activities

A number of authors have attempted to assess the impact of various influences on recreation activities during the family life cycle. The most notable of these is a book by Rapoport and Rapoport in 1975. This is the only text on leisure in the family life cycle now in print and is comprehensive. Other writers focusing on this area include: Burch (1966), Burr (1970), Jorsenson (1977), LaPage and Ragain (1974), Mancini and Orthner (1978), Pratt (1976), Stone (1963), and Vanek (1980).

Chapters in Books on Family Leisure

There seems to be an increasing trend to include discussion in a general way of family leisure and recreation in published books. The first such coverage was in Blood (1969). Two books from the recreation field, Godbey and Parker (1976) and Meyer, Brightbill and Sessoms (1969) also provided chapters on family recreation and leisure, although the latest edition of Meyer (1975) has dropped the chapter on family and limited its treatment of the family to 2½ pages. Other chapters in books come from the marriage and family discipline including Carlson (1976, 1979), Orthner (1981), and Orthner and Mancini (1980). If a general look at the issues in family leisure is desired, these book chapters will fill that need well.

Summary

While there continues to be a significant amount of research and writing on the implications of leisure preferences on individuals by social psychologists, sociological and recreation writers, little of this deals with the impact of non-work time on groups such as families. More writing in the area of role structures within family leisure and recreation would also be of help. There is little or no writing on how differences in recreation preferences are resolved.

While significant progress has been made in some areas of family leisure and recreation, it is obvious that many others remain, and beg to be explored.

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WHAT RESEARCH IS TELLING US ABOUT FAMILY RECREATION

S. Harold Smith
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Introduction

Interest in the family and the family in recreation and leisure appears to be increasing both in the United States and Canada. The importance of this interest is expressed by Kraus,

> "...One of the most important needs in community recreation programs is for more effective and diversified family recreation activities... a significant underlying cause of delinquency appears to be a lack of family cohesion and recreational interests shared by parents and children. Clearly, effective programs of family-centered recreation build ties of unity, understanding and warmth that are essential for both children and parents."1.

Staniford adds to this importance when he states,

> "It appears then, from the way that society is rapidly changing, particularly in its values about leisure, that families are changing too. There is much more reason now for family recreation to be valued as a medium for communication, understanding and empathy. With the changing role of women, the changes in the work, family structure and function, and with changing concepts and values of leisure, the lessons learned in projects such as "Family Fun and Fitness" can be worthwhile in re-establishing the values of sharing, intimate familial relationships , and the learning of leisure skills." 2.

In looking, however, at the majority of research that has been done in the area of family recreation, Carlson, a sociologist, states,

> "... although studies have shown that the family is the most frequent group engaging in recreational activities, few (studies) have focused specifically on the interrelationships between recreational activities and family behavior. 3.

According to Carlson, what is needed are more studies providing data to support the relationship between participation in recreational activity and how the family behaves before, during and after that recreation experience. Interestingly, at least three studies of this type have been reported within the past two-three years. A summary of each of these studies follows.

Family Fun and Fitness

This family recreation project was undertaken by Dr. David Staniford during 1981 and 1982 at Brock University in Ontario, Canada. The major thrust of the project was to develop family relationships through an educational program and various forms of physical recreation and play suitable for all ages and abilities. Emphasis was on fun, learning new skills and cooperation. Twenty-five (25) families were analyzed through videotaping during their weekly family play sessions. From the preliminary observations data obtained, Dr. Staniford summarizes the strength of this project by saying,

> "...there appeared to be, (a) a gradual improvement in cooperation within families and between families, (b) greater awareness of family recreational opportunity, (c) an increase in incidences of positive social interaction between parent and child, (d) a decrease in negative episodes between parents and children, (e) improvement in rapport and observational skills between parents and children, and (f) a degree of carryover between good feelings generated at play with other family life." 4.

As a conclusion, Staniford reports that the essential ingredient to successful family-oriented programs appears to be an active, educated, interested and informed adult and that leisure education should become an essential ingredient in any attempt to provide programs for family recreation.

Leisure and the Family

A highly empirical study on the family and leisure was reported by Dr. Joseph Levy, from the University of Waterloo, also in Ontario, Canada. This project was designed using a "symbolic interactionism" model. 5. Levy explains that research into leisure and the family needs to be designed so that the "symbolic interactionism" of people and their environment becomes manifest. From this perspective, all families consist of actors who develop definitions of a situation through the process of socialization and then act in terms of those definitions.

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Two unobtrusive, structured and systematic participant observation systems were explored, (a) structured observation of working and non-working mothers, and (b) structured observation using video technology observing functional and dysfunctional families in a recreation/play session. Although sample sizes were too small to make any hard outcome statements, at least two very interesting observations came from this study. First, it was found that in those families that were classified as dysfunctional the father either refused or played a very submissive role during the recreation/play session. Second, the dysfunctional families touched less and differently both during the structured and unstructure recreation/play sessions. It was also noted that the functional family group also extended its variety of touches in succeeding sessions while the dysfunctional family groups maintained the same type of touching throughout.

Family Camp

In a more practical yet typical family recreation setting, Hart 6. reports having studied families in an organizied family camp setting. This 1981 study took all of the families attending the summer session of the Aspen Grove Family Camp and offered them one of two options for their stay. The first option provided the conventional camp activities to the family including (a) an Opening Show, (b) Family Talent Show, (c) Huck Finn Derby, (d) Old Fashioned Family Outing, and (e) a Closing Show. The second option involved "values" activities including (a) Rappeling, (b) Minefield, (c) Blind Scavenger Hunt, (d) New Games, and (e) a Family Night.

All activities were selected because they included the entire family and were not conducted according to gender or age. Each group was compared on how well they met the objectives of the camp which were: (a) family unity, (b) spiritual growth, (c) meeting new friends, (d) self-respect, and (e) fun.

An analysis of the data showed that the five "values" activities consistently averaged higher than the conventional activities in meeting camp objectives as perceived by both campers and staff. Although not easily measuralbe, the five conventional activities were also perceived as meeting camp objectives but the "values" activities were consistently rated higher. Again in this study, Hart reports that the success of the activities in both groups was in the involvement of the parent(s) in taking a leadership role in their family's activities, especially the role of the father.

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Conclusions

Carlson[7]. and later Neal[8]. have listed a variety of propositions and factors related to family recreation (see Figure 1) that have great import in beginning to understand the dynamics involved in family recreation experiences. The three studies previously cited, however, begin to provide some interesting and timely additional information about the possible specifics of how and why the family behaves in certain ways during and after a family recreation experience. Although sample sizes are small in each study, some clear general conclusions seem to hold true. These conclusions are extremely important to us because they both give direction to future research attempts as well as providing understanding in the development of future family recreation programs.

What then does this research tell us about family recreation? First, it says that families that were involved in well organized and planned activities were found to express feelings of greater unity and worth as a family and individuals within the family. This information should give us support for the development of more planned and organized family recreation programs throughout the entire Leisure Service Delivery System. Second, parents/adults, and particularly fathers, play an extremely important role in the success of a family recreation/play experience. This information provides us with vital information in program construction.

Third, a successful family recreation experience doesn't happen just because the family is together in a recreation/play setting. Educating the family, especially the parents, in how to manage the experience and to relate to their family members is very important to success. Fourth, providing Leisure Education experiences with exposure to new and varied leisure activities as well as exploring leisure values orientation greatly increases the potential for a successful, unifying, cooperative family recreation experience.

It would appear, therefore, that this research continues to support the notion that family recreation experiences are of great worth in establishing unity, cohesion and cooperation in the family if that experience is organized and presented in the proper manner. It is also obvious that additional, continous research in this vital area of leisure service delivery is of great importance and need.

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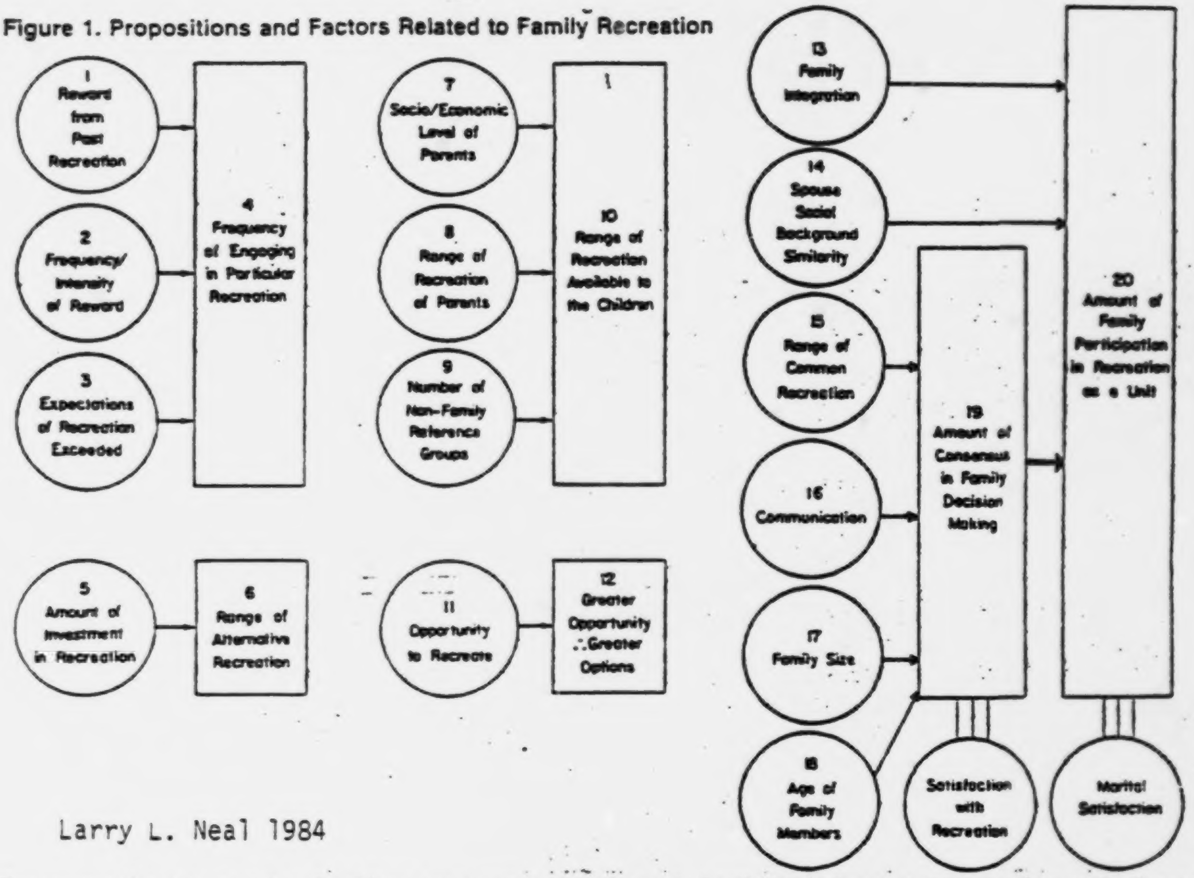
Figure 1. Propositions and Factors Related to Family Recreation


1 Reward from Past Recreation
2 Frequency/Intensity of Reward
3 Expectations of Recreation Exceeded
4 Frequency of Engaging in Particular Recreation
5 Amount of Investment in Recreation
6 Range of Alternative Recreation
7 Socio/Economic Level of Parents
8 Range of Recreation of Parents
9 Number of Non-Family Reference Groups
10 Range of Recreation Available to the Children
11 Opportunity to Recreate
12 Greater Opportunity ∴ Greater Options
13 Family Integration
14 Spouse Social Background Similarity
15 Range of Common Recreation
16 Communication
17 Family Size
18 Age of Family Members
19 Amount of Consensus in Family Decision Making
20 Amount of Family Participation in Recreation as a Unit
Satisfaction with Recreation
Marital Satisfaction

Larry L. Neal 1984

1. The greater the net reward realized from a recreation activity or set of activities in the past, the more frequently that activity or set of activities will be chosen from among alternatives in the future.
2. The more often a recreational activity or set of activities results in a high net reward, the more frequently the activity or set of activities will be engaged in.
3. The greater the expectations of the individual exceed the alternatives available for a particular recreational activity, the more frequently the activity will be engaged in.
4. Given voluntary behavior, the more frequently a recreational activity is engaged in, the more likely a point of diminishing returns will be met and net reward will decrease.
5. The greater the investments in a particular style of recreational activities, the narrower the range of alternatives available to an individual or group.
6. The more industrialized the society, the more regimented the time dimension of an individual's life.
7. The greater the rate of social change in other sectors of the society, the greater the likelihood of changes in attitudes and values toward work and leisure.
8. The greater the discretionary time and income in a society, the greater the recreational goods and services.
9. The higher the socioeconomic level of the family or orientation, the wider the range of recreational alternatives available to the members of the family.
10. The greater the opportunity to engage in a recreational activity or set of activities, the more likely that activity or set of activities will become a part of the individual's recreational choices.
11. The wider the range of recreational alternatives for parents, the more likely children will be socialized into a wide range of recreational activities.
12. The greater the number of nonfamily reference groups, the greater the possibility of socialization into a wide range of recreational activities.
13. The greater the family integration, the more likely a family will engage in recreational activities as a group.
14. The wider the range of common recreational activities engaged in by members of the family, the more frequent the consensual decisions about recreation.
15. The greater the communication in the family, the less the likelihood of accommodative recreation decisions.
16. The larger the family and the older the children, the less the likelihood of consensual decisions about recreation.
17. The more similar the social class backgrounds of the spouses, the more likely their recreational patterns will be family oriented.
18. The more frequent the consensual decisions regarding recreational choices, the greater the total family satisfaction from recreational activities.
19. A positive but unclear correlation exists between family recreation and marital satisfaction.
20. The more frequent the consensus in decisions regarding recreational choices, the more likely recreational activities will be engaged in as a family unit.

Abridged from "The Family and Recreation: Toward a Theoretical Development" by John E. Carlson, 1979, in Burr, W. R. et al. (Ed.), *Contemporary Theories About the Family, Research Based Theories.* New York: Free Press

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More Theory in Researching Discretionary Time?

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In the contemporary western world of impersonal, instutionalized achievement and efficiency oriented mass production, one of the most significant changes of environment that is likely to alter American family life styles is that of time. Simply, Americans now have more discretionary time than ever before and that uncommitted time appears to be increasing for virtually all (Carlson in Burr et al., 1979:443). Whether indigent or affluent, Americans have time, a great deal of time, that is not impinged upon by demands to obtain and maintain food, clothing, and shelter.

Time, of course, is conceptualized into categories in terms of its functions. Saying it another way, types of time frames are cnaracterized by the uses made of them. Two categories of time can be shown in terms of two domains or functions of human social experience. On the one hand there is the instrumental orientation of social experience, on the other the affective. Instrumental orientation by definition is neutral, efficient, evaluative, specific impersonal; affective orientation is not neutral or efficient (given quantity oriented production, distribution and consumption of goods and services), but is interpersonal, diffuse not given to deferring gratification so as to achieve recognition (status), but, rather, given to indulging relationships entered into by ascriptions such as in the family. Here, therefore, time is categorized as (1) instrumental, and (2) relational (affective).

The position of this paper is that more needs to be known about how society might manage leisure time (discretionary time) in light of the probability that the presence of such time is altering America's value orientations at the family level away from instrumental-deferring-gratification achievement toward a greater value on indulgence (Davis, 1970), but without the proper social structure wherein indulgence and ascription orientation can have a positive function, i.e., in a stable family.

If research reveals this apparent situation as actual, then we do indeed have a general situation that may imply a good deal of increasing social (families too) disintegration. Managers and students of leisure time will need increasing familiarity with the socio-cultural implications that the social presence of instrumental time (employment for instance) giving way more and more to relational time (Carlson in Burr et al. 1979:443) (sans family, instititional recreation, for instance--more parks and video games?) represents.

The development of a theory of discretionary or leisure time is considerably too ambitious a task for the present.purposes. It is proposed here that a position on the need for theory be expressed. Such an expression whould have a heuristic value that will show, at least in part, the direction a theory of leisure time could take.

Talcott Parsons and otherssuggest that "theory in the social sciences should have three major functions" (1951:3). The first is the codifying of knowledge "by providing generalized hypotheses for the systematic reformulation of existing facts and insights. . ." (p. 3).

The second function is guiding research through the codification which facilitates the selection of problems for systematic investigation. The third function is that theory "will facilitate the control of the biases of observation and interpretation. . ." (p. 3), which biases inevitably occur and accrue in the heterogeneity of departmental and other cultural backgrounds of the observers. Indeed, without such control of observer bias there is no disciplined observation beyond the common sense of the observers' necessarily culture-bound vision. No matter how otherwise euridite, the observer is only a dilettante who does not systematically codify knowledge and pursue research that defines "more precisely the boundaries of our knowledge and ignorance" (Parsons et. al., 1951:3). And it is the dilettante not the scientist who deliberately cultivates his tastes, his biases in the elaboration of his investigations. Again, the instrument that controls the biases of the social scientist is theory.

A hypothesis is now presented to demonstrate the functions of theory in first describing and then explaining leisure time in society. From earlier assertions here, there are observed activities in society that can be codified as instrumental and others as relational in their functions. Because activities take time, time, therefore, is also codified as instrumental or relational. It seems possible that discretionary time available may by definition be relational. If so, then if there is an increase in discretionary time available it follows that relational activities will increase in society. Implications if such be so, include questions raised as to what role interactions will be like and where (i.e., in families, churches, porno parlors) will they take place, and will they tend toward integration or disintegration generally.

Here is the hypothesis: The more discretionary time available to people in an industrial (Gesselschaft) society, the greater will be the tendency to adopt value dispositions that are relational (Gemeinschaft); the greater tendency of people in an industrial society to adopt value dispositions that are relational, the greater will be the need for places to relationally interact; the greater the need for places to relationally interact, the greater the implication for social change that may or may not be socially integrative.

It is not intended that this should develop beyond the expectation of a position paper. Just the same, a brief consideration of some recent literature seems appropriate to support the claim that the hypothesis above derives from observations and is therefore a beginning attempt to codify some aspects of the empirical world of human action.

Naisbitt (1984) claims to observe that American ways of getting things done are moving away from the pyramid (bureaucracy) type of organization to that of networking. The "network style of management" will allow for employees spending "their time talking with each other." And, "values will be rooted in informality and equality" (p. 122). This implies a nurturing, relational social exchange at levels of business, government and any other organizational dimensions of activity making use, till now, of the impersonal, instrumental bureaucracy.

The popularity of the Flea Market may be an example of networking and relational response to increased discretionary time. The markets flourish as never before, "the flea market takes one

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to a time when life was simpler. . . . The Flea market allows us to be children again, . . .to embark on a journey of discovery and surprise" (McCree, 1984:48). This is all very relational and generously laced with discretionary time.

Research and theory development is ongoing in the scholarly journals. Brody and Stoneman (1983) find that families viewing television together talk less but touch each other more. "Thus, family members were attempting to maintain personal contact when they decreased their talking and orienting to one another" (p. 331). Here is evidence that where interaction is primarily relational (the family), in the presence of a distraction (television viewing) additional relational maintenance functions (increased touching) are introduced. Whatever else this may imply, the observation for the present work is the attractiveness of the relational domain; that given discretionary time relational action may be expected, at least in the family.

The claims for the importance of including the whole family (relational roles) of an alcoholic in therapy seem increasing, although actual family therapy is not yet widespread. Regan and others (1983) begin their paper "There has been a growing interest in and enthusiasm for family-oriented treatment for alcoholics and their families" (emphasis added).

Ramona Marotz-Baden (1984) finds that a post-industrial society's (i.e., the United States) families seek more relational rewards than pre-industrial (i.e. Mexico) families seek after, or so it seems from the supported hypothesis: U.S. families "devote less of their resources to pursuing material attainment than Mexican families because of the relatively higher affluence in the U.S. . . ." (p. 145). The implication observed here is that where there is minimal relational experience in society generally the families, given discretionary time (affluence) will seek an increase of relational interaction (the United States); where there is maximal relational interaction and a pursuit of increased industrialization present, relational loss is not early perceived. In other words, compared to U.S. families, Mexican families are more aware of instrumental lack; while, compared to Mexican families, U.S. families will tend to expend instrumental resources to provide relational experience.

Mutran and Reitzes (1984) find preferences for relational interaction when there is access to it, i.e., when there is affluence enough to provide discretionary time, or time to relationally interact. They find that "Married parents over 65 follow the pattern of giving more help to their offspring. . . , while adult children serving as confidants for their parents encourages both the receiving and giving of aid " (p. 125). It seems evident, then, that relational exchanges are encouraged when affluence, or instrumentality, is sufficient to permit.

The above studies are heterogenous samplings of reports that seem to show at least common concern for relational experience where instrumentality is sufficient to provide the time. These reports generate, when there are attempts to codify, such hypotheses as that proposed for the present work above. Attention is now returned to that hypothesis.

Following Weber (eg. 1968) and Parsons (1951), the hypothesis is oriented to action theory. A fundamental tenet of action theory is the explication of actor's subjective definition of action noting that actor is, after Weber (1968), an ideal social type, for purposes of analysis, rather than a unique individual. Action is defined in terms of actor's values, which amount to, from his background, access to meaning and referents for action, i.e., his culture, the source of definitions of his subjective reality, his definition of the situation. Hence, in the hypothesis, discretionary time is defined as such by actor thus, "dull work is most often accompanied by dull leisure" (Dumazedier as quoted by Carlson in Burr, et al., 1979). If actor defined work and leisure as dull or exciting that subjective truth for actor is the objective truth for the observer.

It should be noted that there are useful theory approaches other than action theory. Theory approaches that should be useful to an analysis of discretionary time are reviewed in John E. Carlson's excellent (and more thorough than the present purpose permits) article (in Burr et al., 1979:439-52). Carlson considers compensatory theory (safety valve-escape from boredom), similarity (more of the same as in leisure as in occupation), reference group--nearest action theory (each person seeking recognition in his social world), opportunity theory (the greater the reward of an activity, the more frequently it will be engaged).

A final implication seems worth noting for us observers qua actors, if not in the interest of our developing disciplines. If there is a greater market (need) for relational places to interact, where will the places be? Will our modern American society return to family and religion for nurture, leisure, recreation? Data to date show most group recreation to be families. Will that continue to be so? Is it possible that the actors that will be turning from instrumental to relational use of time have no such family or religion to turn to? If there is an increase of actors seeking ways to spend increasing discretionary time they can very likely find significant, influential others in televised sports, soap operas and other dramatizations and even news anchor people; they can find ski slopes, condominiums, parks, 4 x 4's and X rated recreation opportunities; but will they find families and will traditional family recreation persist? It is all part of society which society is allowed and promoted legitimately by the preponderance of the collective actors' specific values. Theory guided research seems indicated.

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Criminal Rehabilitation Through Structured Family Leisure

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With only rare exceptions, rehabilitation programs for prisoners have focused exclusively on the inmate rather than his family. In the few prisons where programs have focused on the family unit, the mode of intervention has been traditional marriage or family counseling. The authors recognize the value of focusing rehabilitative treatment on the family unit rather than on the individual in cases where a family unit exists and is available to the leisure specialist. Rather than marriage or family counseling, they suggest the use of structured family leisure as a mode of intervention. Their arguments for this approach are supported both by theory and empirical findings.

Donald Clemmer (1950) in his classic study of the prison community suggested that prisoners who maintained contact with law abiding citizens in the outside community were more apt to be rehabilitated, that is, not likely to return to prison after release. Donald Schneller, after making one of the most extensive studies of prisoners' families to date, observed that most wives of the prisoners he studied appeared to be law abiding (Schneller, 1976a, p. 81). This is not surprising since government statistics indicate that only a very small portion of the U.S. female population is criminal. When these observations by Clemmer and Schneller are combined, it can be concluded that rehabilitation of prisoners might effectively be accomplished by encouraging frequent visits and other contacts between married prisoners and their wives and families.

In support of this hypothesis, research by Norman Holt and Donald Miller (1972) has revealed that the recidivism rate among those prisoners with regular family visitors was lower than any other group in prison. Prisoners with no visitors were six times more likely to be returned to prison during the first year of parole as those with three or more continuing visitors. Of the men studied, 70 percent experienced no parole difficulty. Almost identical findings were made in an earlier study by Daniel Glaser (1964) of nearly 2,000 prison releases.

This approach to rehabilitation is also supported by Travis Hirschi's (1969) theory of social bonding. Hirschi contends that law abiding citizens are kept from being deviant by their bond or commitment to society. One way this bonding is accomplished is through attachment to conventional people. This bonding to conventional people is probably best achieved through constructive use of family leisure time.

Increasing Leisure for Prisoners' Families

Correctional systems vary in the frequency of visits allowed inmates. If authorites could be made to see the rehabilitation potential of family visits, it is possible the number of visits allowed per month might be increased at least in those cases where visits are allowed less than once a week. For this type of rehabilitation program to work successfully, visits should be frequent, not limited to a certain time in the week such as Sunday afternoons, and the amount of time allowed for each visit should be flexible as well as adequate.

Some wives may not be able to bring the family on one day of the week because of their work schedule or other obligations. Some families may have to come a considerable distance, in which case spending an entire day or a weekend together at the prison would seem appropriate. For those prisons located in remote places, it may be necessary to establish a transportation system for visitors. Eva Lee Homer (1979) makes the following observations relative to the remoteness of prisons:

> While the largest urban areas in each state provide by far the largest source of inmate populations, even the newest prisons have been built in rural locations, at great distances from the large cities. Often these facilities cannot be reached by public transportation. William Nagel tells us that in examining 23 of the newest state prisons (all built after 1967), he found the average distance between the prison and the state's largest city to be 172 road miles. The smallest distance was 30 road miles, the greatest 450 road miles.
>
> The situation with the Federal men's prisons is even worse. It is not at all uncommon for a prisoner to be confined 500 to 1,000 miles from his family.
>
> The visiting situation for women prisoners is far worse than for men. Most states have only one facility for women. Some states have no facilities at all for women so they are "boarded" in the women's penitentiary in an adjacent state.

In addition to the need for a visitor transportation system, under ideal circumstances family visitation should take place in a special building or area somewhat removed from the rest of the prison. In recent years, for example, prisoners and their families are allowed to visit in a special family picnic area at the Tennessee State Penitentiary.

Leisure Activities for Prisoners' Families

Leisure activities for prisoners' families will generally fall into the following categories: 1) religious activities, 2) eating together, 3) fellowship and sharing, 4) passive recreational activities, 5) active recreational activities, and 6) marital activities.

Religious leisure activities could include attendance together at religious services. In large prisons, a special service might be provided especially for families. The service might be followed by family bible studies, with each family working together as a study group. These activities could be arranged by a prison chaplain.

Eating together has traditionally been symbolic of group unity. In most prisons special arrangements in scheduling of meals could permit families to eat together in the prison dining room or a picnic area.

Fellowship or conversational visiting might be facilitated in some maximum security prisons by allowing the families to visit face to face and without close supervision. This may require a search of visiting family members, but this open visiting procedure has proven satisfactory in many prisons. Once inside the prison, the family should be allowed to spend time together in private conversation. It would be ideal if a special pleasant visiting area could be provided. Conversation and fellowship may, in fact, prove to be the best activity for promoting family togetherness.

While active rather than passive leisure activities would probably be preferred by most families, the latter could include TV or movie watching. These activities would seem to provide the family with a minimum togetherness, since they do not require interpersonal interaction. Active leisure activities might include organized sports as well as game playing. Both, of course, offer great variety. Nevertheless, without proper supervision and planning and the provision of equipment and playing facilities, many families would probably remain idle. A prison counselor, chaplain, security guard, or volunteer might be utilized as a coordinating agent for these activities, but they should be overseen by a leisure specialist.

Marital activities as referred to here mean conjugal visits and home visits, both of which allow husband and wife to have sexual relations. While these practices are not new, they are used in only a few prisons in the U.S.A. The first institution to use them was Mississippi State Penitentiary at Parchman. Conjugal visits have been successfully used there for over three decades. According to Columbus B. Hopper (1962):

> Officials and staff members at Parchman consistently praise the conjugal visit as a highly important factor in reducing homosexuality, boosting inmate morale, and--in conjunction with the home leave and family visitation programs--comprising an important factor in preserving marriages.

Inmates at the Mississippi State Penitentiary have constructed special cottages that are used for the conjugal visitations. Similar facilities would probably need to be constructed in other prisons wishing to initiate conjugal visits.

The practice of home visits for married inmates allows a couple to enjoy all the various aspects of their marriage including sexual expression. Eugene S. Zemans and Ruth Cavan (1956) report that between 1944 and 1956 a total of 3,204 home leaves were granted by the Mississippi State Penitentiary and that only 15 inmates failed to return, and of these 15 only three are still at large.

Both the conjugal visit and the home visit have proven practical and useful in Mississippi. The authors strongly recommend them for general use in most prisons. They provide a valuable form of leisure to couples and their families.

Summary and Conclusion

The use of family visitation and structured leisure may be the most promising prison rehabilitation program to date. With prisons often located in isolated areas, it can be difficult to maintain family closeness through leisure time spent together. If the isolation problem is serious in the case of male prisons, the case is generally worse with female prisons. The leisure activity practitioner, in order to attack the problem, must in some situations first focus attention on providing a transportation system for families and secondly on having prison officials provide adequate facilities for family leisure activities.

The promise of successful rehabilitation alone should persuade prison officials and politicians to provide the funds needed for developing family leisure programs in prisons. Holt and Miller (1972) point out that even the mostly highly regarded parole success indicators were not found to affect parole success as much as having a family to go home to. However, an additional argument has been made in support of conjugal visits and family visits by Schneller (1976b), who makes a legal case for such visits being the right of the innocent family members rather than a privilege of the prison inmate.

There are difficulties other than funding involved in the establishment of rehabilitation programs using family leisure. These are well described in an article by Eva Lee Homer (1979). They include such unusual problems as the imposition of English as the official prison language, thereby making it virtually impossible for foreign language-speaking families to communicate during visitation in some prisons. One solution to the many problems may be the use of volunteer groups such as the Women in Crisis volunteer program which has been active in helping families in Connecticut (see Susan Hoffman Fishman & Albert S. Alissi, 1979). In any event, what may be needed most is a successful program to demonstrate the rehabilitative benefits of a program of family leisure for prisoners. This represents both a challenge and an opportunity for the leisure activity practitioner that may point the way to a new area of professional involvement. It may also provide a needed breakthrough in the field of corrections.

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THE EFFECTS OF UNEMPLOYMENT ON THE FAMILY LEISURE OF UNEMPLOYED STEELWORKERS

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Introduction. It has become increasingly evident that the average working-class American has experienced an increase in employment instability. Blue-collar positions have been hit hardest by temporary job shutdowns and permanent plant closings. The purpose of this exploratory study was to examine the effects of unemployment on the leisure behavior of unemployed steelworkers. Specifically the salient issues of leisure activity participation change, leisure environment, leisure expenditure and family leisure were examined. A search of the literature provided no current research which examined these relationships. However, a number of studies which were carried out during the Depression of the 1930's (Bakke, 1940; Komarovsky, 1940; Cavan and Ranck, 1938) explored the reactions of unemployed workers and their families to loss of work and lowered income. In those studies, it was shown that with income depletion, came the loss of leisure and the loss of contact with friends and experiences in an "away from home" environment. The longer the unemployment experience lasted, the more drastically leisure was curtailed. These early results served as the foundation for this study's focus which was to examine present-day unemployment and to compare activity change during the 1930's and 1980's as influenced by the length of unemployment.

Method. This study utilized a self-report survey approach in gathering pertinent data on 240 unemployed steelworkers in a large urban setting. The study population was drawn from Republic Steel's union facility site, Local 1033, located in Chicago, Illinois. At the time of the study there were approximately 1,700 people on its active roll and 3,100 people on its inactive roll. Members varied widely across skill categories from electricians to carpenters and welders to millwrights and janitors. The length of time laid off ranged from one month to 36 months. The majority of respondents, 58.7 percent, were married while 25.4 percent were never married and 15.9 percent were divorced, widowed or separated. Of the sample, 83.3 percent were caucasian, 15.4 were black and 12.9 were of Hispanic descent. Over three-quarters of the sample, 84.6 percent, were male, while the mean age was 35. The educational level of the sample showed 52.1 percent were high school graduates and 30.4 percent had some college education. In the preceding year over half of the respondents had income exceed $10,000.

Survey development revolved around the earlier works of Bakke (1940) and Komarovsky (1940) and solicited selected demographic, behavioral and attitudinal information. The instrument was administered during three time periods: (1) unemployment compensation sign-ups, (2) Local 1033 food sign-ups, and (3) Local 1033 food "giveaways" which extended from June 10, 1983 to September 6, 1983. Subjects were asked to indicate what, if any, change had taken place with respect to their participation in 41 selected leisure activities since lay

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off. These 41 activities were grouped under seven headings: community organizations, home, family, travel, education, sports and entertainment with a Likert-type scale utilized to assess the degree of change by activity. Five category endings were used for the question, "Since becoming unemployed, are you doing the activity ...?" These categories were: 0 = no change, 1 = a lot less, 2 = a little less, 3 = a little more and 4 = a lot more. Subjects also asked to indicate "Who do you usually do it (activity) with?" for each of the 41 activities. Selections included "alone", "family", and "friends". One or more choices were selected as the leisure companionship context for each activity.

Results. Leisure activity participation was investigated in order to determine what leisure changes had taken place after unemployment and why those changes had come about. Mean participation by individual leisure activities for the subset of the sample indicating change was recorded in Table 1. According to the individual scores, respondents indicated that 33 of the 41 leisure activities participated in decreased and only eight increased. All of the six "community organization", seven "travel" and eight "entertainment" activities declined in participation. Two of the three "educational" and six of the seven "sport" activities also declined. Three of the five "home" and three of the five "family" activities increased. Those family centered activities which increased were: conversation, child centered events and play with children. Those which decreased were: family outings and couple activity.

The variables of sex, age, race, and marital status were included with length of layoff and financial buffers in a series of analyses of variance with "general activity". Marital status and financial buffers (spouse working, unemployment compensation and/or income from investments) were significant at the .05 level. Overall, "married" and "formerly married" respondents did less activity participation than the "never married" respondents. Those who were categorized as having "no financial support" also did less activity participation after unemployment than those who had "support".

In order to examine the issue of whether leisure environment was affected by the unemployment experience, it was necessary to group the 41 activities as having either an environment that was classified as "at home", "away from home" or "both". Six of the seven "at home" activities showed increased participation and 25 of the 26 "away from home" activities decreased. Of those which could be done regardless of setting, one showed an increase and seven showed a decrease. Overall, 80 percent of the selected activities were said to be done "a little less" or "a lot less" while all three leisure environments showed less activity participation was taking place as the period of unemployment lengthened. Marital status was, again, significant in determining who did less activity participation in an "away from home" environment.

The 41 activities were also grouped as being either relatively "free", "moderately expensive" or "expensive". Six of the "free" activities showed increased participation. Of those which were "moderately expensive", two showed an increase and 14 showed a decrease while all 18 activities categorized as "expensive" showed a decrease in participation since being out of work.

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TABLE 1

Mean Participation by Individual Leisure Activities for the Subset of the Sample Indicating Change

Activity	Expenditure* Classification	Environment* Classification	Overall	Literature Based Layoff Category	
			$\bar{X}$	1-12	13↑
fraternal clubs	E	A	2.00	2.50	1.64
service organ.	E	A	2.91	3.27	2.44
social clubs	E	A	2.05	2.00	2.00
unions	M	A	2.38	2.61	2.21
religious organ.	M	A	2.66	2.67	2.64
worship	M	A	2.74	2.90	2.61
hobbies	M	B	2.84	3.17	2.64
television	F	H	3.47	3.58	3.38
reading	F	H	3.27	3.41	3.18
gardening, yard	F	H	3.17	3.18	3.15
entertaining	E	H	1.94	2.10	1.84
fam. conversation	F	H	3.24	3.18	3.27
family outings	M	B	2.49	2.58	2.44
couple activity	M	B	2.35	2.45	2.31
child centered events	M	B	3.04	3.14	3.00
play with children	F	H	3.41	3.49	3.36
vacations	E	A	1.69	1.64	1.70
short auto trips	M	A	1.92	1.96	1.92
visiting relatives	M	B	2.38	2.26	2.45
camping	E	A	1.93	2.04	1.89
fishing	E	A	2.52	2.92	2.23
boating	E	A	2.25	2.63	2.03
hunting	E	A	1.78	1.85	1.77
home study	M	H	3.10	3.17	3.10
school	M	A	2.77	2.41	2.96
museums, exhibits	F	A	2.13	2.43	1.96
team sports	M	A	2.98	3.04	2.97
other outdoor sports	M	A	2.56	2.35	2.70
other indoor sports	M	A	2.03	1.79	2.22
walking	F	A	3.37	3.37	3.39
spectator sports	E	A	2.40	2.43	2.38
games, cards	M	B	2.54	2.58	2.50
gambling	E	B	2.16	2.18	2.17
parties	M	B	2.10	2.18	2.05
movies	E	A	1.64	1.58	1.69
concerts	E	A	1.50	1.62	1.46
eating out	E	A	1.50	1.58	1.46
dancing	E	A	1.57	1.68	1.53
drinking in bars	E	A	1.97	2.22	1.81
dating	E	A	2.14	2.35	2.06
shopping	E	A	1.33	1.44	1.28
other 1	...	...	3.33	2.89	3.67
other 2	...	...	2.50	2.33	2.67
gen. activ. score	...	...	2.47	2.55	2.42

* E = expensive, M = moderate, F = free

** H = home, A = away from home, B = both (mixed)

1 = a lot less
2 = a little less
3 = a little more
4 = a lot more

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Generally, all three expenditure categories showed less activity participation as the period of unemployment lengthened. Age, marital status and length of layoff were significant, at the .05 level, in determining leisure expenditure participation change. Unmarried respondents, under 29 years of age and unemployed for less than one year did more of the "expensive" activities than did the others in the sample.

The context for companionship in each of the activities indicated that the activity categories, "family" and "travel" were predominantly participated in with family. Those categorized as "community organizations", "home" and "educational" were participated in mainly alone. The remaining categories, "sport" and "entertainment" were participated in with the companionship of friends. No distinct pattern emerged to suggest that any of the companionship contexts predominated.

Discussion and Conclusion. The findings of this study indicated that leisure did change with unemployment, yet did not disintegrate as completely as documented during the Depression. Individuals were doing less of the "expensive" and "moderately expensive" activities and more of the "free" activities. Marital status, age and financial buffers were significantly related to leisure expenditure participation change. "At home" activities also tended to increase while "away from home" activities decreased. Marital status and financial buffers were significant in determining leisure environment participation change. However, the change was not as drastic nor complete as documented in the 1930's. Individuals did not totally abandon contact with friends in favor of family as the only companionship context. This leisure adaptation may be due in part to historical changes which have taken place. Americans have access to cars and television. With more education, individuals have exposure to more widely varied types of leisure activities. Unemployment compensation is also less likely to be viewed as charity or a privilege. Furthermore, today's family is more egalitarian in its functioning and the percentage of women who work is greatly increased. Consequently financial resource depletion and social stigma may not be as drastic as they were during the Depression.

The traditional bonding that occurs in periods of high unemployment when extended families are brought back together becomes a major issue in the leisure life-style of the unemployed. Financial buffers, family structure and length of unemployment are integral factors in analyzing the activities (or groups) chosen. Couple activity and family outings decrease but conversation and play with children increase. This may indicate a need for maintaining comfort and stability in an unpredictable environment, while the issue of the family as an economic burden is everpresent. Indoor and outdoor sports decrease, but walking and child centered events increase. Park and recreation departments may be interested for future programming. Leisure and recreation can also provide an important element in bringing extended families back together. Therefore, the need for further research into the leisure life-style of the unemployed is great if both public and private leisure providers are to meet the needs of this growing section of the American population.

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Families With A Handicapped Child And Their Leisure Needs

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According to the 1980 White House Conference on Families:

> The American family copes each day with a bewildering array of social, economic, and technological challenges--an unending series of stresses that inevitably affect the ways that families live, think, act, and work. Even such ordinary routines as getting ready for school, going to work, preparing meals, and visiting the doctor often create tensions and generate ill feelings. But the threats to stability are immeasurably increased for families with handicapped members; they face challenges of a different order, challenges that require extraordinary resources of patience, compassion, and adaptability...(p.87).

Very little has been written about the effects of a handicapped child on a family's choice of leisure activities or leisure lifestyle. However, suppositions can be drawn from working with these families by understanding their attitudes toward their handicapped child and leisure. It is also necessary to comprehend their needs, and how they are alike, yet different from other families who do not have a handicapped child. Leisure professionals need to understand these families and help them attain a satisfying leisure lifestyle both individually and as a family.

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Parental Attitudes Toward Their Handicapped Child

There is a consensus among experts that a handicapped child presents a crisis in family life (Farber, 1960; Kew, 1975; Huber,1978; Rappaport, Rappaport, and Strelitz, 1980). When a handicapped child is born or a child becomes handicapped due to an accident or disease that family, in essence, becomes a "handicapped family". Each family member must come to terms with the handicapped child in his own time and in his own way. Quite often children are able to accept their handicapped sibling with ease while parents struggle through a variety of feelings or stages. These stages are generally identified as the stages of grief and include denial, anger, bargaining, depression, and acceptance. Parents must be allowed to grieve for the non-handicapped child which they no longer have nor can hope for at this time.

When working with families with handicapped children it is necessary to understand these stages and the grief process; there are four important points to keep in mind. First, the stages are normal and almost every parent must experience them; parents may start at any stage and may move back and forth between the stages in no specific order. Second, parents should not be pushed, urged, or reasoned out of an early stage; they need to be allowed to progress at their own rate. Third, if professionals understand and accept that parents need to work through the stages at their own pace, parents will feel free to express their feelings thus going beyond the possibly debilitating stages of denial and anger. The last point is that many parents experience stress over the apparent hopelessness of their situation and may need assistance in

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alleviating that stress. However, what all professionals need to remember, no matter how unfortunate it may seem, is that some parents will never be able to accept their handicapped child (Huber, 1978).

A variety of factors can affect the parents' ability to accept their child. The sex of the handicapped child can impact on parents' attitudes. If the child is the first-born male, fathers generally have a more difficult time accepting the child than if the child were female or a later-born son (Love 1970; Meadow and Meadow, 1977). Birth order can also play an important role in parents' attitudes. If the first born child is handicapped parents very often feel guilty because of possible hereditary factors which may have caused the handicapping condition (Meadow and Meadow, 1977).

The age of the parents also influences their attitudes. If the child was not planned and is handicapped parents may have a difficult time accepting the child. Also a concern for older parents is providing for the handicapped child when the parents are no longer able to care for the child (Meadow and Meadow). Along with age, the socio-economic level of the parents can have a long term effect on both the parents' initial and future response to the disability. If a family is indigent or middle class the child will probably not be able to get the treatment and care necessary due to the parents' lack of financial resources(Kershaw, 1973; Meadow and Meadow, 1977).

The parents' level of intelligence may also affect their

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attitude toward their handicapped child. Intelligent, highly educated parents may find it difficult to accept a mentally retarded child and to be realistic about the child's future. The same parents, however, would not have as difficult a time accepting a physically handicapped child because the educated parent knows that trained intelligence can compensate for a physical handicap (Kershaw, 1973).

The severity of the child's handicapping condition may cause parental stress and affect their ability to accept the child. The amount of stress is dependent upon the type of handicapping condition, for example, a child with epilepsy--which is acute, periodic and unpredictable--is different than having a child who has a congenital amputation of the right arm. Another stress related factor is the child's appearance. It may be unusual like Down's Syndrome or the child may have various congenital anomalies, which may draw attention to the child. Other stress related factors may be a combination of both appearance and sound such as the effects of Tourette's Syndrome or Cerebral Palsy which draw attention to the child. One study found that parents expressed feelings of hopelessness, anger, or rejection with negative comments centered around the child's lack of ability or appearance (Waisbren, 1980).

Leisure activities can provide the family with opportunities to relax and interact with each other in a different way. It can provide stress reducing activities which will enable relaxation and possibly allow family members to interact with each other in healthy, self-satisfying activities. When family members are able to relax and trust each other, they can begin to see each other as individuals with varying characteristics and needs. The handicapped child's strengths and weaknesses can be viewed the same as any other family member's. As understanding increases, acceptance can begin to occur, and, perhaps, the handicapped child can begin to be seen as "just another child".

Parental Attitudes Toward the Leisure Behavior of their Handicapped Child

According to Kelly (1974) and Yoesting and Christensen (1978) the family can be considered the primary leisure socialization center. It has been found that approximately two-thirds of a person's leisure activities were started with other family members (1974). According to Hall and Taylor, "Being more dependent on his family, the disabled child is more influenced by parental attitudes, values and decisions. It should follow that the family is the most powerful force for rehabilitation of the disabled child into larger society" (p. 96). Thus it can be seen how influential a family's attitude toward leisure and their leisure choices can be on a handicapped child's future leisure habits. This is especially important if one considers that the handicapped child as an adult will probably have more leisure hours (although not by choice) than the non-handicapped child.

A person's values are thought to play an important role in the makeup of a person's attitudes. Brightbill and Mobley state "At the heart of human behavior, including leisure behavior, is the matter of values" (p.71). Throughout the recreation and leisure literature, values such as physical well-being, creativity, emotional balance, and intellectual development are attributed to recreation. Parents have a strong impact on a child's values and are considered to be one of the most important determinants of a person's attitudes. Therefore it is important for the recreation professional to understand parents' attitudes and values regarding their handicapped child's leisure behavior. This understanding may help ensure that the handicapped child is forming good leisure behavior, values, and attitudes which will aid in the quality of the handicapped child's life now and in the future.

Little is known about parents' attitudes toward the leisure behavior of their children. However, if the research completed by Kelly (1974) and Yoesting and Christensen (1978) is true, it is important to learn about parents' attitudes because those attitudes will certainly impact on the family's leisure behavior. Most leisure attitude research has only considered what a person's attitude is regarding leisure and not about how the person feels about anyone else's leisure. In order to understand the family it is important to understand how the parents' feel regarding their child's leisure, especially their handicapped child's.

In a study by Folkerth (1982), a consistency between mothers' and fathers' attitudes toward the leisure behavior of their handicapped child was found and, for the most part, was quite positive. In general the parents seemed to believe that recreation enables their handicapped child to make and be with friends. It allows them to learn new skills, such as rules for games and social skills which can be applied to all areas of life.

Perhaps the most important aspects of public recreation, according to parents of handicapped children, is that it allows the children to do things that other "non-handicapped" children do [participate in community recreation programs]. It gives the handicapped child something to look forward to, and allows the child to do something independent of other family members. Also, the skill the child learns in public recreation programs, i.e. swimming, can be used during family recreation activities.

Families and Leisure Behavior

Recreation can assist the child in learning socialization skills and increasing independence. Parents need to encourage their children to participate in recreation activities away from the home. Very often handicapped children are over-protected by parents and become very dependent. Encouraging and allowing handicapped children to attend residential camping programs can increase the child's

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independence, provide new adventures and allow the child to experience a common episode of childhood.

Another need of handicapped children is to belong to a youth organization. Most parents are very supportive of these organizations believing that it allows their handicapped child to be a participant in an aspect of childhood which is common to almost any child. The friendships, skills, and new adventures gained through participation in these organizations are of value to any child.

All of these aspects of organized leisure experiences are of value for any child, not just the handicapped child. However, nothing can replace impromptu family recreation activities. All children should have memories of shared family experiences--vacations, barbecues, board games, or simply sitting around talking or watching television. Very often families get caught up in what the handicapped child can't do and forget the simple experiences which all children enjoy.

The Role of the Leisure Professional

It is up to the leisure professional to not only provide community recreation activities for the handicapped child and the family as a whole, but to encourage the family to participate in "non-organized" recreation activities. The leisure professional can assist the family in adapting recreation activities, either equipment or rules, which would allow the entire family to participate. Support can be given

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to help families identify accessible commercial recreation facilities and to provide tips on assisting the family enjoy leisure safely.

Leisure professionals must remember that above all, these families are made up of human beings who have the same feelings and needs of all persons and that a handicapped child will require extra work, time and energy. However, a good recreation program can improve family interactions by providing activities which can reduce stress on the family members and providing recreation programs for every family member.

Summary

Recreation is a need for all families. Leisure can provide opportunities for families with handicapped children to begin to know each other in more relaxed settings. It can provide new adventures, skills, and common episodes of childhood for every family. During leisure families can learn more about each other and to accept each other's strengths and weaknesses. Leisure professionals can encourage this process by ensuring that each family member has the opportunity to participate in recreational activities which meet their individual needs and by promoting healthy impromptu family leisure activities.

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Strengthening Families of Developmentally Disabled Children

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Drawing Families Together

In April, 1982, a group of concerned parents and professionals in Lawrence, Kansas, joined together to create a model program for strengthening families so they could better cope with having a family member who was developmentally disabled. The result was the formation of a non-profit organization called Families Together.

Families Together draws together numerous professional and volunteer individuals to serve as leaders and resource persons. Special and general education teachers, recreation, speech and occupational therapists, graduate students, and other community members form just part of the unique blend of individuals contributing to the success of the program.

On three weekends a year Families Together puts everything into motion. Families, resource persons, volunteers and supporting agencies all gather at a local facility to participate in a "Family Enrichment Weekend." Fifteen families (60-80 family members) and approximately 60 volunteers meet at the selected facility which is accessible to persons who are handicapped, includes conference space, recreation facilities, and lodging. Qualified volunteers provide the leadership. Private donors provide the finance, and Families Together develops the programs. Family Enrichment Weekends see families growing, learning, working and having fun together.

Why Families Together

The impetus for forming this organization was the recognition that families with developmentally disabled members encounter many challenges that may result in stress and, subsequently, destabilization of the family. These effects are well documented.[1,2,3] Of the families studied by Gath[4], for example, severe marital disharmony was found in approximately one-third of the families with a developmentally disabled child. There is additional research evidence which shows that families with developmentally disabled children are more likely to have additional financial costs, social isolation, limitations in recreation activities and difficulty in handling problem behaviors. Other problems include difficulty in taking vacations, participating in community activities, and locating babysitters[6]; providing complicated diets or treatments, and extra housework[7]; and maladjustment in siblings[8]. The stresses experienced by these families is a possible cause of the disproportionate number of developmentally disabled children who are victims of child abuse[9].

The issue of recreation for families with a developmentally disabled child is also complex. It is unrealistic not to consider such factors as the availability of facilities, programs, financial support, and qualified leaders. Despite these possible obstacles, there are three overriding reasons for encouraging more active family recreation, particularly for families with developmentally disabled children:[10]

a) Family recreation has the potential for strengthening the linkages of the various relationships between family members.

b) Family recreation can broaden and enhance the identity of individual family members and the family as a whole.

c) Family recreation promotes healthy attitudes towards one's physical and mental well being as well as being fun.

The element of "fun" is often an overlooked ingredient for these families. Necessity--the necessity for medical care, therapy and training--de-emphasizes the need for family fun.

Because of the stresses and necessities created in families with a developmentally disabled child, efforts to stablize the family into a "positive whole" frequently focus on counseling, financial planning, and education. However, the recreation and leisure pursuits engaged in by families during the so-called "off-hours" may influence personal and collective change far more than even most recreation experts give them credit. Families

Together formed, in fact, as a result of the constant frustration encountered by parents in finding ways to include their developmentally disabled child in family recreation and leisure activities.

The benefits of recreation and leisure go beyond that of strengthening the family. Research by Ray[11] indicated that leisure preferences in adult life are influenced by experiences in earlier life and that "the family in particular stands out as a major force in shaping leiusre behaviors." The ability of the disabled child to achieve independent leisure functioning in later years will be affected by the family leisure experiences, or the lack of family leisure experiences during the early years.

Being Together

While most agencies provide one specific service to families, Families Together takes a multifaceted approach to strengthening the family. It does this by linking parents to representatives of existing community agencies. It utilizes the concept of support groups by bringing parents together, both as sources of support for one another and for information sharing. It provides, in addition, opportunities for the children to discuss their experiences and concerns as a family member.

This multifaceted approach is accomplished through the Family Enrichment Weekend. These weekends incorporate four major elements into the planning: group discussions, children's activities, respite evening for parents, and family activities.

Group Discussions. Small discussion groups for the adults are a vital component of the weekends. The groups allow parents to share with other parents, to support one another, to discuss problems regarding services to families, and to meet the representatives of agencies that serve families with developmentally disabled children. Topics for discussion are identified by parents prior to the weekends. Resource persons with appropriate backgrounds are recruited and assigned to faciltate discussion and answer questions. Participation of both resource persons and parents is voluntary. Topics addressed in the groups have included insurance policies, wills and estates, respite care, group homes, education, vocational training, recreation and leisure opportunities, parenting, time management, law, and religion.

Children's Activities. While their parents are meeting in discussion groups, the children participate in special activities that focus on developing individual recreation skills. The children are grouped by chronological age, with each group having both disabled and nondisabled members. Each group has an adult leader, and each developmentally disabled child has a companion. The voulnteers serving as companions and group leaders consist of general and special education teachers, speech therapists, occupational therapists, and students from a local university. The activities for developing recreation skills are developed and led by Therapeutic Recreation students. Activities have included swimming, music, art, crafts, and games.

Along with the recreation component, the children participate in discussion groups. The nondisabled children, for example, often want to understand what it is like to be disabled. Successful disabled adults lead these discussions, sharing experiences with the children and teaching them about handicapping conditions. These positive encounters encourage the children to work together in the activities and at home with their families. In addition to learning about handicapping conditions, the children have the opportunity to discuss their concerns about having a brother or sister who is developmentally disabled.

Respite For Parents. One of the major highlights of the Family

Enrichment Weekend is the opportunity for the parents to have a free evening. This may seem insignificant to those people who can go to the movie or out to dinner on a moment's notice, but to the parents with a developmentally disabled child, it is often difficult to find a sitter who is competent enough to be with the child. Each family is provided with a competent sitter for one evening which allows the parents to spend time together. For many parents this is the first time they have been out in a very long time. It is not uncommon to see several of the parents informally meeting during their free evening forming new friendships and creating an avenue for expanded social activity in the future.

Family Activities. The weekend would not be complete without the family activities. Therapeutic Recreation professionals and other experts teach families how to include their developmentally disabled child in family leisure pursuits. Families are exposed to new recreation activities and taught how to adapt others. Swimming may not seem like such an exciting event, but when parents realize that it is alright to take all their children swimming it is like winning a medal at the Olympics. It is often the first time that parents have actually stepped into the water with their disabled child. It helps bring the family member closer together.

Staying Together

If it all came to an end at the conclusion of a weekend, the positive effects as expressed by the families would be sufficient to say it was a job well done. Families feel that the weekends are well organized and would attend another one in the future. They feel that their family unit was brought closer together while having a very enjoyable time.

Families Together does not stop there. After drawing and being together, it is important that the families stay together. A short time after each Family Enrichment Weekend, staff members from Families Together schedule home visits with all the participating families. Home visits are a critical source of support to encourage the families to continue with the same spirit they experienced at the Enrichment Weekend. The staff assists the families in locating and utilizing resources in the community based upon the needs identified by each family during the weekend. Recreation programs available to the families are identified and families are provided information on how to become involved in them. The follow-up visits further demonstrate to the families that Families Together is there to help.

Families Together reaches its goals by bringing families together, identifying community resources, and enhancing family communications in an atmosphere of fun and enjoyment. The important role that recreation and leisure activities play in the family are practically demomstrated.

Families Together has recently expanded the program to include "Fun Days" and hopes to extend its service to a national level. Already two chapters of Families Together have been developed in other cities. The effects of Families Together are being closely studied but are best summarized by one family, that after being invloved in Families Together, reported that they took their first vacation in 22 years.

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A Perspective on Leisure and Single Parent Families

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In the United States, divorce and remarriage rates are increasing. There are large numbers of individuals living as couples without marriage, single parent families and people who are remaining single longer in life. More than ever before, single people are an important segment of the population.

The single population in the United States, aged eighteen and over, constitutes 35.1 percent of the total population (56,823,000 single adults in 1981.) In 1970, only 11 percent (28.8 million) of the families with children had one parent; in 1982, 21 percent of the (31.6 million) families with children had single parents. This figure is surprising considering that the number of families with children increased only 10 percent, while the number of one-parent units more than doubled.

The single population is in no manner trival, transitory or unimportant. Every person may very well experience singleness, have to care for single siblings, or be responsible for an aging single parent. As the single population trend continues and grows, very few individuals will remain unaffected.

Singles and Mental and Physical Health

What is the impact of singleness on the mental and physical well being of individuals? How is the quality of life affected for single persons. Most of the studies have focused on the inherently detrimental effects singleness has on individuals. Stereotypes and labeling are numerous: merry (or depressed) widow, the "easy" divorcee, the gay (happy) bachelor, the swinging single, and so forth. Attaching these stereotypes to all singles is mis-

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leading, and the resulting discrimination may be destructive. Our society is still marriage oriented; 90 percent of the population will be married sometime in their lives. A single person who is happy and well adjusted, productive, and a contributing individual is often viewed as a threat to married couples, or to the institution of marriage itself. Singleness can provide increased freedom, privacy, chances to make new friends, expanded social and recreational life, freedom from housework and cleaning chores, and enhance personal creativity. The well-adjusted single relies less on "single-oriented" activities and is not afraid to travel alone, eat alone, or go to a movie alone. Lessened financial restraints and increased flexibility allow singles more discretionary income and more time for leisure. The impact of singleness on individuals provides both positive and negative influences on the quality of their lives.

Many singles desire to change their status, but lack the opportunity and the resources to bring about interpersonal relationships. The resulting consequences on singles are both physical and mental. Marital status has been found to decrease death rates from suicide, accidents, almost every type of cancer, heart failure and many others; a bachelor has a 23 times greater chance of spending time in a mental institution than a married man.[1] The paradox of singleness (positive characteristics in a marriage-oriented society) can affect both the physical and mental well being of the individual.

Single Parenthood and Leisure Satisfaction

The group that is the interest of this paper is single adults with children. Single parents are not excluded from the special needs resulting from being unattached adults. In some ways they encounter more tension and stress. According to many authorities[2,3,4] the most common group, female-headed households, usually experience economic and social strain. The presence of the father is still the index of a family's socio-economic status. It is not surprising that the problems of single mothers might be a product of poverty and low social status rather than of single parenthood. The single parent group's access to education, occupations, services and to the enjoyment of a quality life appears limited. How does this condition affect family leisure satisfaction?

Current Studies

A review of the literature revealed no studies on single parent families and leisure satisfaction. A number of studies have addressed family life satisfaction as related to marital quality and stability in families of two parents. Available literature consistently indicates that family life satisfaction is a major contributor to the overall experience of a quality life. Unfortunately, research on the effect of single parent structure on family member's life satisfaction is very inadequate. This is apparent despite the suggestion by Spanier and Lewis on the importance of family leisure satisfaction as a salient trend in marital family research.

Research studies have attempted to interpret leisure behavior in respect to family cohesiveness and marital sociability. Moderate support has been found for the proposition that leisure maintains and enhances family togetherness. However, limited sample size and measurement deficiences have created problems with validity and generalizability. A similar condition exists in the case of leisure satisfaction and family research. Leisure satisfaction within families has been determined to be a factor, but these few studies have had methodological problems that minimize their overall impact.

The Quality of American Life, 1978

In an attempt to determine the effect of single parenthood on leisure satisfaction, the present author reanalyzed data based on the Quality of American Life Study conducted in the summer of 1978 by the Survey Research Center and The Center for Political Studies of the Institute for Social Research.[6] The original sample population consisted of 3692 persons 18 years of age and older living in the United States. This present study selected only those respondents who were married (N=1897) or single parents (N=753) that had children living in the same dwelling unit.

Respondents leisure satisfactions were determined by the following single item indicator: "How satisfied are you with the ways you spend your spare time---completely satisfied, neutral, or completely dissatisfied?" The other questions concerning the respondent's life satisfaction related to occupation, health, neighborhood, family, friendship, financial and self.

Findings

The distribution of leisure satisfaction scores between two-parent and single parent families is presented in Table 1. Contrary to the results of the negative effects of singleness on life and leisure satisfactions of previous studies, the results here indicate no significant difference. Approximately 75 percent of married and 70 percent of single parent individuals reported themselves as being completely or somewhat satisfied with their spare time.

Another analysis was done to determine the amount of variance between the indicators of satisfactions. The results of the regression analysis, again, presented a more similar than dissimilar comparison between family structures.

Discussion

It must be admitted that the results are presented within the limitations of the research design. The data provided by the Quality of American Life Study allow the present investigator no control regarding relevant variables. Specifically, family leisure satisfaction was represented by a single item question, the preferable format would be a longitudinal and observational method of data collection where the family life satisfaction index would consist of exchanges, communication patterns, domain and conflict and association dimensions of the family. Despite these difficulties the data are from an acceptable national sample with a representative family structure for a descriptive study on family leisure. A point to stress is that the emphasis on research pertaining to non-traditional family units must be continued.

Contrary to expectations, the findings of this study seem to indicate that the disruption of the traditional two parent family has little effect on the quality of the leisure experience. This initial attempt at providing solutions has instead offered more questions and concerns. What then makes leisure participation apparently immune to the adverse effects of singleness? Another report on leisure[7] suggests some insight. Single parents were found to have more hours a week for leisure (25) than traditional (24) or dual career parents (23). Single parents appear to have at least similar access to leisure participation. If leisure satisfaction is viewed as opportunity-based, then single parents should not have different levels of satisfaction than traditional family units.

In summary, the challenge to the profession involves recognizing the existence of a large group of single individuals. Disregarding the debate on the effect of singleness and single parents, the traditional family associations are experiencing transition. The commonly offered programming for children with traditional parental support can not be assumed in all circumstances. Professionals must be cognizant of the demands of singleness, and especially singles in the low socio-economic levels of the community. The various forms of the family, including non-traditional families, are still the vital ingredient in which most people seek to meet their personal and psychological needs. Since leisure satisfaction is highly related to satisfaction of the total family, the lack of fulfillment in leisure results in the overall reduction of the quality of family life.

TABLE 1

Distribution of family leisure satisfaction scores by family structure**

Degree of satisfaction *	Two-parent percent (frequency)	Single-parent percent (frequency)	Total sample percent (frequency)
1. Completely satisfied	26.9 (511)	32.4 (244)	26.2 (962)
2.	29.2 (553)	23.9 (180)	29.5 (1084)
3.	18.8 (357)	13.5 (102)	19.2 (704)
4. Neutral	15.7 (297)	17.7 (133)	15.4 (565)
5.	5.2 (99)	7.0 (53)	5.1 (189)
6.	2.4 (46)	2.9 (22)	2.9 (108)
7. Completely dissatisfied	1.3 (24)	1.9 (14)	1.23 (45)
Don't know	0.1 (1)	0.3 (2)	.05 (2)
No answer	0.5 (9)	0.4 (3)	.42 (15)
TOTAL	100 (1897)	100 (753)	100 (3674)

* A seven point scale with degrees of satisfaction ranging from completely satisfied (1) to completely dissatisfied (7).

** The original Quality of American Life did not investigate leisure satisfaction from the two-parent and single-parent perspective, thus the reason for this reanalysis.

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A PRACTIONER'S VIEWPOINT: USING THE FAMILY COUNCIL TO ESTABLISH A SUCCESSFUL FAMILY LEISURE LIFESTYLE

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Why have a family in the first place? If you have a family, how can the family become more successful? What value is there in creating a successful family leisure lifestyle? How does the family council contribute?

Most individuals react in family situations whether pleasurable or disappointing at times without dynamically focusing on or answering the above questions. McCary (1980) states that a struggle exists between an individual trying to become independent and completely self—actualized and evolving in the traditional family which is often counter to emotional needs and growth of the individual. The paradox is that most individuals achieve their greatest potential and experience their fullest humanity when they are involved in a close family relationship where they can share their triumphs and failures, where they can open themselves and be unconditionally accepted, where there are expressions of tenderness, dependency, nurturance, admiration, and even anger. Without such relationships, most individuals would be closed in upon themselves, living solitary emotionally underdeveloped lives, peripherally involved with others, and never deeply involved. The needs of helpless and dependent infants growing into complete adult individuals are best met within the framework of an ongoing stable family.

The invisible glue of dynamically successful 20th century families is based on "feelings"———fun, love, and warmth. (Skolnick, 1980) These interactive relationships, studied early by Hill, (1949) also include strong emotional ties among family members, pride in family traditions, and high participation as a family in joint activities. Other studies cited by Olsen, et. al. (1980) suggest that the strongest families are those which exhibit the dimensions of cohesion, adaptability, and open communication. Family cohesion includes the dimensions of emotional bonding, independence, boundaries, coalitions, time, space, friends, decision—making, interests and recreation. Family adaptability involves the ability of the family system to change its power structure, role relationships, and relationship rules in order to resolve stressful situations. These stable strong families also develop a delicate balance between promoting individuality and enmeshing members into strong family ties. Positive communication has been found to facilitate families to balance cohesion and adaptability. Positive communication skills include: sending clear and congruent messages, empathy, supportive statements, and effective problem solving skills. (Olsen, 1972)

This quest of making a good family is not new, but it is important to most Americans. Gallup (1982) found that eight of ten individuals polled say their family is the most of one of the most important facets of their lives, and 79 percent report being highly satisfied with their family life. The Gallup polls show that "Americans are placing far more importance on social values such as a good family life and self respect than on a high income, materialistic longings, and status." (Gallup, 1982) The above findings are rated higher than those reported eight years ago.

While searching for strengths in strong happy families, Milofsky (1981) identified six "happy family" behaviors. They include:

1. Spending time together.
2. Good communication patterns.
3. Showing appreciation for one another.
4. Commitment to the family group.
5. Tendency toward religion
6. Dealing with family crises in a positive manner.

The journey toward creating and strengthening a happy cohesive family is not an easy one. It requires proaction on the part of each and every family member. It requires planning and family action to accomplish the family goals. Several years ago while attempting to involve the family in planning for a leisure activity, the author held his first family council. While planning for the leisure activity was the prime focus, other benefits were immediately evident. First, the family drew close, communicating with caring and purpose. Second, the family process of contributing to and arriving at consensus and unity for a single leisure event was gratifying for each member. Third, the family requested that future family councils be held for more weighty matters.

More family councils were held, and the results were exciting. As the family and the family councils grew more complicated, a consistent agenda evolved. The agenda became the central framework for each family council. A structured time for the family council was established and calendared. Under the direction of the author, each family member led a portion of the family council. Each family member shared an equal vote in cases where family consensus was not achieved. The above process has helped to provide the author's family with ample leisure activity successes.

FAMILY COUNCIL

The author proposes using the "Family Council" to establish a successful family leisure lifestyle.

DEFINITION: The family council is a special time set apart (weekly, biweekly or monthly) where all family members are present and participate in a parent led, planned, and calendared meeting with an agenda to set, strategize, and accomplish family goals.

PURPOSES: (1) To plan, calendar, correlate and negotiate family and individual activities. (2) To serve as an avenue for individual input for family decisions. (3) To serve as an appropriate place to clarify individual feelings and perceptions. (4) To initiate and facilitate the formulation of family goals. (5) To initiate action for achieving family based goals and leisure time activities. (6) To evaluate family success. (7) To facilitate the positive resolution of family and individual stresses, conflicts, and problems.

PROCEDURES: (1) A specific time, place and agenda are set. (2) A parent conducts and facilitates family participation. (3) Family members are encouraged to bring out new ideas, calendar activities, solve individual vs. family activity conflicts, review family goals and establish traditions. (4) Each family member participates spontaneously or by rotation. (5) Each meeting is ended on a positive note highlighting individual self—image, high family regard and family success. (6) This meeting leads to refreshments and/or a family activity.

OUTCOME: A strengthened family lifestyle including: leisure time activities, family involvement, caring and tradition.

AGENDA FORMAT: Over time, the author and his family have developed a "Family Planner." It is divided into sections as indicated by the table of contents and is accessible for each family member to place personal notes or concerns in designated pockets. The "Family Planner" is categorized into the following sections: 1) Calendar of Family Events, 2) Family Goals, 3) Home Management, 4) Home Development, 5) Family finances, 6) Duties/Responsibilities, 7) Projects/Repair, 8) Recreation, 9) Education, 10) Cultural Improvement, 11) Career Development, and 12) Dreams. Any notes, placed into the section pockets by individual family members, are discussed at the appropriate time.

FAMILY PLANNER EXAMPLES:

(01) CALENDAR OF FAMILY EVENTS: (Examples)

A. To establish specific dates and times for the family council
B. To establish specific dates and times for family activities
C. To correlate individual and family events and conflicts
D. To calendar major family activities well—in—advance

(02) FAMILY GOALS: (Examples)

A. To promote family togetherness

B. To build each other in a positive and helpful manner
C. To provide for family sharing time
D. To make life fun and enjoyable as a family
E. To provide the ultimate learning opportunities for each member
F. To provide service to others
G. To develop family and individual self reliance
H. To develop a family networking system
I. To eliminate family debt
J. To plan and carry out family recreational activities weekly
K. To not waste time on things that are unimportant

(03) HOME MANAGEMENT: (Example)

A. Maintain a minimum amount of work, and maximum efficiency
B. Complete all ongoing projects
C. Improve energy efficiency
D. Finish using products on hand
F. Plan for outcomes, end goals, products, not just processes
G. Utilize and maximize the computer as a family tool

(04) HOME DEVELOPMENT: (Examples)

A. Develop a watering system for the garden
B. Transist to energy efficient lighting
C. Design indoor and outside family recreation areas
D. Build a basketball court in the driveway
E. Trees for yard and lot ---grapes, almonds, pines

(05) FAMILY FINANCES: (Examples)

A. Set aside a monthly family recreational stipend
B. Plan for major family recreational purchases:
    1. Tent trailer
    2. Camera equipment
    3. Video tape recorder
    4. Four-week Canadian vacation
C. Allowances for children

(06) DUTIES AND RESPONSIBILITIES: (Examples)

A. Housework allocations/divisions
B. Yardwork allocations/divisions
C. Money-making opportunities
    1. Home
    2. Entrepreneurial

(07) PROJECTS AND REPAIR: (Examples)

A. Fence repair
B. Paint house
C. Tune piano
D. Repair pinball machine
E. Hold garage sale for purchase of rubber raft

(08) RECREATION: (Examples)

A. Trip to Disneyland
B. Trip to Mt. Rushmore---South Dakota
C. Camping---specific locations
D. Swimming
E. Unique events--specific
F. Visit elk herd
G. Horse packing trip into the high Unita Mountains
H. Canadian Vacation
I. Bike Rides
J. Fishing

(09) EDUCATION: (Examples)

A. Provide optimum educational opportunities for each family member
B. Encourage educational diversity in as many areas as possible
C. Encourage educational depth in at least two areas
D. Encourage productive university majors
E. Encourage problem solving courses
F. Encourage life-long learning
G. Encourage life-time skill development
H. Encourage productive community service
I. Encourage intelligence as a way of life

(10) CULTURAL IMPROVEMENT: (Examples)

A. Expose all family members to diverse cultural experiences
B. Select one cultural area for in-depth learning experience
C. Attend local, regional, and national cultural affairs often
D. Encourage new experiences in new places, with different cultures
E. Travel to foreign countries
F. Try something new each week
G. Develop family recreation activities around cultural events

(11) CAREER DEVELOPMENT: (Examples)

A. Explore career interests of individual family members
B. Develop family computer literacy
C. Encourage specific professional career education

(12) DREAMS: (Examples)

A. Idealistic leisure activities
B. Frivilous purchases
C. Exciting ideas
D. Extreme futuristic plans

Developing a successful family leisure lifestyle, may be enhanced through the use of a structured family council as outlined above. The use of the "Family

Planner" agenda, modified for family individuality, and the utilization of some of the examples listed will help in the planning and implementation of a successful family leisure lifestyle. A myriad of other benefits may also be derived from the consistent use of the family council. However, until initiated, its values hibernate.

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How Recreation Can Strengthen Marriages and Families

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The Family in Trouble

Few people will deny that many families are in serious trouble today. Indicators abound showing family disintegration in unprecedented numbers. The divorce rate and consequences of divorce are illustrative. Even though the divorce rate fell 3% in 1982 as compared to 1981, well over 1 million people divorced that year. The divorce rate has almost tripled since 1962. Most experts say that between 40-50% of the marriages currently being entered into will eventually end in divorce. About 80% of those who divorce remarry, but then 60% of them divorce again! Certainly divorce is not always "bad," but divorce is almost always traumatic. Divorced and separated individuals are more prone to experience psychopathology, depression, illness, suicide, and motor vehicle accidents than the population as a whole (Bloom, White, and Asher, 1979).

On the average, just over one child is involved in each divorce that is granted (Norton and Glick, 1979). While some children seem to do better after a divorce, for the majority of children, their parents' divorce is a cause of great anxiety. Many of them are "at risk" for serious psychological problems (Kelly, 1980).

Divorce is not the only indicator of problems. Literally millions of husbands, wives, and children suffer severe physical or sexual abuse at the hands of a family member each year (Gelles, 1980). It is estimated that 2,000 children are killed by a parent annually.

Drug abuse, including alcohol abuse, causes severe family problems. Approximately 15 million school age children have alcoholic parents. Alcohol abuse is frequently associated with severe marital and family problems which lead to divorce and with the physical and sexual abuse noted above. No wonder an article appeared a few years ago entitled, "The Family as a People Wrecker" in which the author recommended that we completely rethink our loyalty to the family system (Putney, 1972)!

Yet, despite the statistics, most somehow feel that the best chance for happiness is within a family. A reading of historical, sociological, anthropological, and psychological evidence seems to point out that the family is the best institution available for producing healthy, happy individuals and an orderly society.

Does Family Leisure and Recreation Help?

The question, therefore, becomes, what can be done to help disorganized families and to strengthen functioning families? For years recreators have been saying, "the family that plays together, stays together." But how much do we really know about family leisure activities? Do they really help families? Very little is actually known about the effects of leisure on the family. Often researchers interview one member of the family (usually the wife/mother) and assume her answers apply to the whole family. As Holman and Epperson (in press) note, a family composed of two parents and three children has 26 different combinations of two, three, four, or five individuals. To really understand leisure effects on the family, each individual and each relationship in the family needs to be studied. For example, Montemayer (1982) found that the amount of leisure time an adolescent and father spent together was positively related to frequency of conflict between the adolescent and his/her mother.

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Thus, the behavior of one subsystem of the family seems to affect another family subsystem in an unusual and not easily interpretable manner.

Despite serious limitations in the quality and quantity of research, it is clear that the family is the center of most Americans' leisure (United Media, 1982). Most leisure activities are not only done with one or more family members, but many people - including adolescents - want to spend even more leisure time with members of the family. This is illustrated in the findings of two large studies which found between 40-50% of the parents interviewed felt they did not spend enough time together or with their children (Better Homes and Gardens, 1978; United Media, 1982). Also, in a national sample of teenagers about one-third felt they did not spend enough time with their fathers (General Mills, 1981).

Clearly, leisure is embedded in the familial context, but the exact nature of leisure behaviors effect on marital and family quality is less certain. Some research seems to support the idea of playing and staying together. In one study of over 300 healthy, happy families, one of the primary characteristics which described these families was "doing things together" (Stinnett, et al, 1982). When the families were asked what it was they did together which strengthened them, the top two factors were "enjoying the outdoors together" and "vacations." Furthermore, research by scholars in both the family and recreation fields, seems generally to show that doing things together as a couple improves marital communication, cohesion, and satisfaction (e.g., Orthner and Mancini, 1980).

However, doing things together may not always be good. Blood and Wolfe (1960) found that doing companionate activities was positively related to a couple's marital satisfaction up to a point after which doing even more together decreased satisfaction.

As the Blood and Wolfe study illustrates, whether playing together strengthens the family depends on other factors. Some of those factors appear to be the stage of the family life cycle, quality of couple or family communication, amount of time available for leisure, desire for joint leisure, and role accumulation. Hopefully researchers will begin to investigate these factors and others which may affect leisure's ability to strengthen or harm a marriage and family.

How Recreators Can Help Families

Leisure/recreation can possibly strenthen families, but it can also have no effect or even a detrimental effect under certain conditions. How then can recreators promote strong families? Several things come to mind.

(1) Recognize that families are not homogamous - and are becoming less and less so. By the year 2000 three family forms are expected to dominate our society - married dual-worker families, single-parent families, and remarried families (Cherlin and Furstenburg, 1983). In attempting to strengthen families, recreators must respond to the needs of all these family types - and maybe others. To do so, leisure professionals need to educate themselves to the needs, problems, and strengths of each family type. This may involve taking classes, reading extensively in family studies, and/or working closely with family life professionals in planning activities.

(2) Recognize that the family is a complex system of interacting individuals and that each individual and subsystem within the family (e.g., mother-daughter, brother-sister, husband-wife) has its own needs and manner of relating to others in the family and to society as a whole. Is the recreator/coach, for example, making sure that

an early adolescent boy's daily swim practice is not interfering with important family time? Is the youth being prematurely pushed into a situation where peers become the primary determiners of behavior and values in place of the family? Or are mom and dad and even siblings being involved somehow in swim team activities? Too much trouble? It certainly is if the only purpose is to have a winning swim team and not winning families!

(3) Help family members find balance in their lives between too little and too much time in leisure activites, and between individual leisure activity and whole family leisure activity. Most people are happiest when spending moderate amounts of time and energy at the things they do in life - whether it is work, leisure, marriage, gardens, or whatever. For example, too much time in an individual leisure activity - like jogging - may not be good for family life even if it is good for the heart! Recreators, therefore, need to help individuals and families find balance - balance in what they do and with whom they do it. Leisure service agencies can provide a variety of activities from passive to active, or from highly structured to highly unstructured. Also, a balance of opportunities for individual participation, couple participation, whole family participation, and extended family or multiple family participation can be provided.

Figure 1 about here

The matrix illustrated in the figure may be useful in helping families see what kinds of activites they are doing and with whom. Each family member should list those activities he/she currently does in each box. He/She can then see which boxes are empty or overly full and decide how better to balance his/her activities. Family members can then share their ideas with each other and work out a family plan which can satisfy each person's needs for certain types of activities and certain levels of interaction in those activities. For example, a husband/father may notice that he has an overabundance of planned individual (i.e., done by himself or without another family member) leisure activities such as softball league, bowling league, poker night, etc., and no planned, one-on-one activities with his children. He may then decided to drop the Thursday poker night and instead spend each Thursday evening doing something "special" with one of his children. The figure is for two-parent, first marriages. Modification for other family types, such as single-parent or remarried families, would need to be made.

(4) Foster communication and sharing among family members as they participate in leisure activities. Family members who do not know how to communicate their feelings and needs and do not know how to resolve conflicts appropriately, will find leisure activities more detrimental than helpful. Therefore, leisure and recreation professionals may want to work closer with family life professionals in organizing workshops and classes on parenting, marriage enrichment, and family enrichment at recreation centers. Recreation specialists could add their expertise by planning leisure activities as part of the workshops which create an arena for practicing the skills being taught. One successful format has been to have an outdoor survival expert and marriage/family therapist work concurrently with couples, whole families, or parent-child groups in an outdoor survival setting.

Developmental psychologists and recreation/leisure professionals have long understood the important function play has in a child's development. Recent research has shown that possibly the most

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important role a father can enact with his infant is the play role (Lamb, 1976). Unfortunately, many new fathers, because of their traditional sex-roles, do not know how to initiate play with their children. A recreation/leisure professional, teamed with a child psychologist or family life educator, has a fantastic opportunity to teach fathers how to use play to foster a strong father-infant bond.

(5) The last observation is stated most succinctly in the cliche, "Physician, heal thyself." Recreation professionals need to look at their own families and see that they are experiencing quality and quantity leisure time. One should pose questions like the following: 1) Am I spending so much time at work teaching others about leisure that I have little time for myself, my spouse, and my children? 2) Do I try to keep balance in the types of things we do and with whom we do them? 3) Do we have regular time together as a whole family? Alex Haley (1983), the author of Roots, recently wrote that he felt weekly Family Nights were one of the best ways to strengthen families. 4) Do my spouse and I "date" on a regular basis? 5) Do I spend individual one-on-one time with each of my children doing fun things on a regular basis? Some research shows, for example, that fathers spend only a few minutes each week interacting with each of their children.

In conclusion, two points need to be made. First, if recreation professionals are failing to use their knowledge of family leisure to strengthen their own families they are failing with that group where their probability of success is highest. Unfortunately, the divorce rate is higher with professional helpers - such as psychologists, marriage therapists, and physicians - than with the general population. Thus, it behooves leisure professionals to apply their understanding of family leisure to their own families. Second, by "practicing" their skills with their families they are in a better position to help others learn how to apply them to their family situations.

Summary

In summary, contemporary families are under a great deal of stress brought on in part by rapidly changing social norms. Many families are struggling to maintain family stability and cohesiveness. Used appropriately, leisure activities can help strengthen family bonds and provide resources for coping with modern stressors. If adequately trained, informed, and motivated, the leisure professional is in an unique position to provide those activities and resources needed to help individuals and families lead productive, and satisfying lives.

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FAMILY STRENGTHENING ACTIVITIES FOR FIRST MARRIAGE FAMILIES

INTERACTION PATTERNS		STRUCTURE: PLANNED	STRUCTURE: SPONTANEOUS
INDIVIDUAL FAMILY MEMBERS			
TOGETHER, ONE-ON-ONE	SPOUSES		
	PARENT/CHILD		
TOGETHER, NUCLEAR FAMILY			
TOGETHER, EXTENDED FAMILY			

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Stress Management: A Family Program

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With the increasing amount of leisure time available to large portions of the American population it is no wonder that the family recreation business is booming. Parker (1973) in his work The Future of Work and Leisure emphasized that the quantity of leisure time is increasing for many people because working time is getting less. "Shorter working weeks, longer holidays, and a longer period of retirement because we tend to give up work earlier and live longer -- all these things are giving us more leisure time" (p.11). Within the current field of family recreation opportunities, most families participate in "traditional" recreational pursuits. What the author intends to describe and promote in this paper is a planned program designed to aid families in utilizing leisure time to ameliorate stress in the family setting. It is true that a trip to the mountains, a picnic, an organized ski outing, or a game of tennis can be recreational and therapeutic in the family setting. However, often the planned excursion may not have the same therapeutic outlet or effect upon all family members. Some family members may not derive as much pleasure from the activity as other family members. Therefore, it is necessary to incorporate alternative plans for stress management which can be utilized to directly satisfy energy outlets and efficient use of leisure time for these unsatisfied members.

The field of stress management has become a very popular one in the last ten years. The "wellness" movement has even infiltrated the educational setting with incorporation of "relaxation training" into the public schools of Sweden (Setterland and Patriksson, 1982). As of yet, we in the United States have not organized this "relaxation movement" into our lifestyles according to a definite plan. The preponderance of "how to" self-help books on the market have been utilized in a somewhat haphazard manner. What the author is advocating is a family plan, a time when the family can meet together and attend to needs that are often neglected.

Stress as defined by Selye (1976) is the "non-specific response of the body to any demand placed upon it." By "non-specific response" Selye means that the body goes through a number of intense biochemical reactions and readjustments without regard to the nature of the stress causing event. Every family member is constantly experiencing stress. Emotional stress can cause the body to go out of balance, the immunity system to breakdown, and cells to malfunction and deteriorate more rapidly than normal. Stress is a highly individual experience that depends in part on the cognitive interpretation one makes; as well as his or her coping response. The ways that each family member perceives, interprets and comprehends an event can elicit a behavior, emotional and/or physiological response. Because of the complicated interrelationships involved in stress management it is necessary to individually assess each family member for his or her stress tendencies.

An example of one type of reaction to stress is called Type A Behavior (Friedman and Rosenman, 1974). A "Type A" person is chronically involved in a battle to achieve more in less time. This person has a strong sense of time urgency, a tendency to over-commit himself or herself, to create unnecessary deadlines, set up perfectionist goals, and is constantly working to succeed. Within any family unit there is the possibility of one or two members who could be classified as "Type A" people. Often these family members can benefit from some type of stress management program designed within the family social support system.

Program Design

Stage I.

The first part of any good stress management program is assessment. There are several good inventories available on the market but one reference has particular pertinence and applicability to several settings and the author recommends it highly. The book Managing Stress Before It Manages You by Steinmetz, Blakenship, Brown, Hall, and Miller (1980) is an excellent reference. This book allows you to make assessments concerning stress symptoms (i.e.: physiological, behavioral, emotional) as well as identifying stressful conditions that affect our daily lives. Friedman and Rosenman (1974) "Type A" Behavior Scale and the "Anger Test" are other good assessments. By doing these individual assessments, an individual or family member can identify himself and determine the type of modifications that need to be made in his lifestyle.

Stage II - Intervention

The author recommends several constructive family activities that can take place during leisure time hours that may alleviate some potential stress causing manifestations.

Communication Patterns

Within the family setting it may be useful to identify possible communication channels and blocks in those channels that may be occurring. Any mature group communicates both vertically and horizontally within that group. That is, the parents communicate between themselves and with their children. At the same time, the children feel free to communicate with each other and with their parents. This communication channel system needs work to keep all channels open and any type of group discussions as a family that facilitate this process are healthy.

Listening Skills

Developing listening skills is another project for the family setting. An excellent exercise to practice is to allow different individuals within the family to pair off and one person's role is to talk while the other listens. In order for the roles to be reversed, the sender or talker must give three affirmations to the listener that he or she has been not only heard, but understood. The listener must repeat the idea or thought of the sender three times consecutively before the role reversal can take place. This drill teaches accurate and empathic listening. When this skill is mastered less misunderstanding within the family is usually the result.

Relaxation Training

One of the most important skills that can be learned by the family member is the ability to relax. The ability to relax at will has been shown to be important in overall management of life's stresses. Jacobson (1978) originally developed the system of progressive relaxation based upon the premise that a person who is relaxed physiologically can not be tense at the same time. Through a series of progressive tensing/relaxing exercises the various muscle groups throughout the body can be systematically relaxed. Several modifications have been made upon

Jacobson's original work. One of the best, in this author's opinion, is that of Berstein and Borkovec (1973). This manual reduces the number of contractions considerably and allows the learner to progress through the exercises at a faster pace. The manual is also accompanied by an instructional record to aid the learner.

Another method of relaxation training that has been proven to be very helpful is called the "Relaxation Response." Benson (1975) developed this technique to elicit the relaxation response by studying the physiological affect of "passive concentration" on the body. The technique requires three steps: (a) sit quietly in a place with your eyes closed; (b) pick a word or sound or thought to concentrate on; and (c) if your mind wanders from this thought just allow it to return without judgement to your mantra. Two such sessions if approximately 20 minutes each have been shown to affect the body by lowering respiration rate, decreasing heartrate, and generally allowing a feeling of "well being" to overcome the practitioner. It might be useful for a family to learn to utilize some time together in learning a relaxation procedure, thus social reinforcement of regular practice might occur.

It seems that family recreation in the 1980's might benefit from a planned program as described in this article. Some of the stresses that operate within the family unit may be dissipated if a regular family meeting addressed some of the issues and techniques that have been discussed. If nothing else, the advice of the famous stress cardiologist, Robert Eliot (1984) should be followed by all family members:

> "Rule number one is don't sweat the small stuff. Rule number two is that it's all small stuff. If you can't fight and you can't flee, you can learn to flow."

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Family Recreation

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Family of faith...Atomic family...Natural family...Church family. Among Southern Baptists the word "family" is an often used word and by any definition represents an institution of great concern. Most major religious bodies in America, including Southern Baptists, are giving priority emphasis to strengthening the family during this decade, with family experts criss-crossing the continent sharing their expertise on how to react to and minister to the family. Books, articles, and other mass media materials are being produced for the purpose of aiding Southern Baptist's 40,000 churches to more effectively recognize and remediate the factors which bring stress on the family structure.

One of the more difficult tasks of Southern Baptists, a denomination of 14 million members grouped in church congregations averaging 390, is to broaden the definition of family. Tradition suggests the family to be a mother, father and two children. Because the atomic family is less common today, this does not suggest the demise of family. Jane Howard's book entitled Families describes the wide range of family diversity in America today. She writes, "Families aren't dying. The trouble we take to arrange ourselves in some semblance or other of families is one of the most imperishable habits of the human race."[1] Earlier she states, "Nobody goes for long without some semblance of a family. If we lack a conventional one, we are certain to grope, ingeniously or awkwardly, for a replacement."[2]

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Southern Baptists are committed to the strengthening and preserving of the conventional family as exampled in the Scriptures, but so that people may be ministered to effectively, alternative family structures are being acknowledged, attempting to meet their social, spiritual, and physical needs.

These family structures include couples; parents with his, her and their children; single parents; the widowed; the divorced; the never married and the older adults. The list becomes even more complex when one considers that the parents with children classification may include the young child, the pre-adolescent, the teenager, the adult child at home and the three generational families.

The recreation staffs of churches, whether paid or volunteer, have become increasingly sensitized to the leisure needs of these varied family structures. This awareness has been heightened by the Baptist Sunday School Board, which produces written materials needed by our churches and provides consultation and training through a variety of methods in most all areas of church minitry. As part of the BSSB, the Church Recreation Department with its nine consultants and editorial staff produces training programs and materials to assist church recreation leaders to more effectively meet the recreational needs of families. This department produces the only magazine available today exclusively dealing with church recreation, and in this publication family recreation receives significant attention. At leadership conferences for paid and volunteer staff, family needs are consistently emphasized as an opportunity and responsibility for the church recreation ministry.

In many of our larger churches, the recreation facilities have been named

"Family Life Centers;" the significance of which expresses a concern of our churches for the strengthening of family relationships through recreation. This is only one of many ways churches express this concern. Many churches promote a "family night at home" and on that evening, weekly or monthly, they do not schedule any other church activity. (Southern Baptists are well known for their busy weeknight schedule.) In response to the needs of these churches, Church Recreation magazine provides specific ideas for activities which families may engage in at home to strengthen the bonds between children and their parent(s). At other times, a family night will be scheduled at the church recreation building (or a community facility) when special activities are planned in which the family units may participate. On these occasions most of the features (movies, crafts, physical activity) are geared to the interests and abilities of the children.

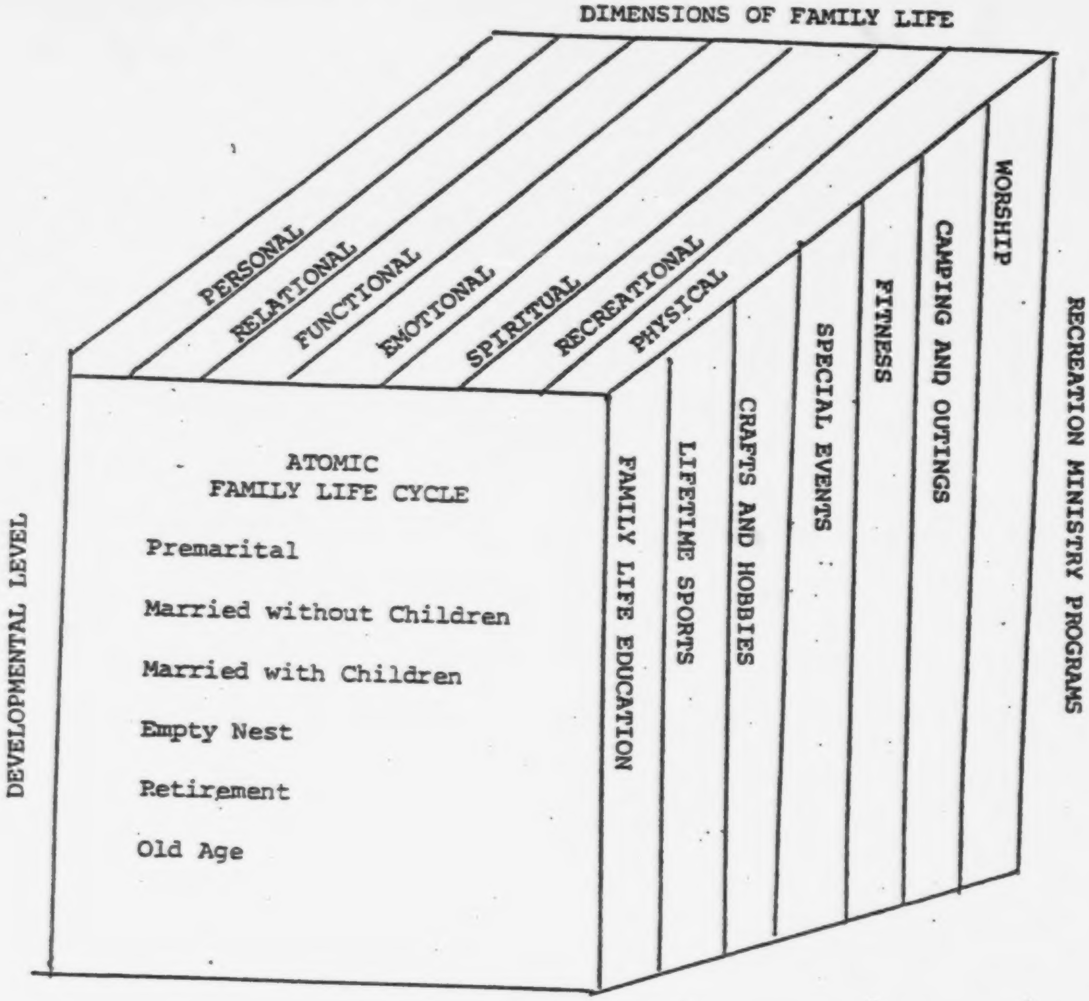
Perhaps the most natural and one of the most popular activities for families is camping. When a family is camping, each family member has opportunities to contribute at individual ability levels to the living environment. Many Southern Baptist churches have organized family camping clubs which promote camping as a family recreation and offer assistance to those families interested but inexperienced. "Campers on Mission" is a denominational organization which promotes family camping and its use as a mission activity. Each state has its own "COM Rally," and there is a National COM Rally scheduled each summer.

Fitness for all the family has taken on increasing importance in recent years as Christians have become sensitive to the need for care for the body as a matter of stewardship of God's greatest creative masterpiece. Fitness activities may include testing, training and exercise, as well as educational programs for the entire family regarding care for the body, with special emphasis on nutrition.

Don Mattingly, family recreation consultant at the Baptist Sunday School Board, suggests that other planned activities that pull the family together, such as crafts or hobby nights, family talent shows, vacation slide presentations, family night at the movies and puppet shows might be used. Family miniature golf tournaments, roller skating, photography clubs and fishing activities are also possibilities.[3]

Southern Baptists are committed to strengthening the family, recognizing the importance of that institution to each individual who attempts to discover God's purpose for his/her life, and understanding the moral and spiritual impact Christian families have on our society. However it may be formed and at whatever developmental level the family exists, it is imperative that the church recreation ministry impact the family.

MODEL FOR FAMILY RECREATION MINISTRY


DIMENSIONS OF FAMILY LIFE
PERSONAL
RELATIONAL
FUNCTIONAL
EMOTIONAL
SPIRITUAL
RECREATIONAL
PHYSICAL
WORSHIP
CAMPING AND OUTINGS
FITNESS
SPECIAL EVENTS
CRAFTS AND HOBBIES
LIFETIME SPORTS
FAMILY LIFE EDUCATION
RECREATION MINISTRY PROGRAMS
DEVELOPMENTAL LEVEL
ATOMIC
FAMILY LIFE CYCLE
Premarital
Married without Children
Married with Children
Empty Nest
Retirement
Old Age

(Adapted from article by F. Michael Horton, "A Model for Ministering to Families in the Church." Search. (Nashville: Convention Press, Winter, 1984, p. 18)

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THE USE OF INSTRUCTIONAL GAMES IN THE RETENTION OF LEARNING WITH FAMILIES: A CHURCH RECREATION CASE STUDY

Howard R. Gray, Ph.D.
Dean D. Halladay, M.A.

In this world of deteriorating families, divorce and family abuse, the family unit certainly needs times when it can come together and enjoy learning and other activities. Family life and the lessons learned through family instruction have a tremendous effect on the moral values the individual carries through life, and thus on the type of life the individual leads. Retention of family teachings, whatever they be, can be fostered so that family members will remember them longer. Instructional games, competitive games that incorporate the subject matter being learned, have appeared to help the retention and learning process. Robert Wayne Eliason stresses that the friendly atmosphere of instructional games and activities can have a great effect on retention. In his field project, he quotes L. P. Jacks concerning this idea:

> The discovery of educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day. It marks, I am convinced, the dawn of a new era in human education (6).

The First Presidency of the Latter-day Saints Church mentions, among other things, that playing together is important. They encourage members to:

> Hold family councils, talk to your children in personal interviews. Read the scriptures together. Enjoy playing together (7:iv).

Speaking of relaxed family activities and learning, the 1984 Family Home Evening Resource Book says:

> Your family members need to enjoy each other's companionship . . . Relax and enjoy it. The most important thing your children will remember is the spirit they feel in your family home evenings and activities . . . Don't be afraid to relax and enjoy your times together (7:vi).

Morals and principles that a parent feels are important may well be best learned in a relaxed atmosphere, and enhanced with instructional games. While games and activites in family learning are not the complete answer, perhaps they are a start in the direction one would like to aim for. If this goal is reached through play, one can learn many activities and games that will stimulate learning. Facsimilies providing pleasant experiences help ensure their loved ones that there is still love in the world. After all, if the desired principles are not being taught in the family, they may never be taught, for the family is the basic teaching unit of society. Perhaps even more, closeness and compatibility are affected by play. This extra effort will be translated to mean, "I love you," "I care," "Let's be together", especially if it is done consistently each week.

Instructional Games in the Learning Process

Over the centuries of mankinds' existence, education has had an important part in making his existence more productive. However, traditional education has been, in the last few centuries, that of hard rules and discipline only sprinkled now and again with games, recreation, stories and role play. Thomas S. Yukic, in his book, Fundamentals of Recreation, addresses himself to this issue and explains how educational views have greatly changed during the last 45 years to enhance learning. He says:

> The traditional approach to education had little recognition of leisure activities as contributing to the educational process. A recognized step was made in 1918, when the Commission on the Reorganization of Secondary Schools, in formulating the seven cardinal principles of education, stated that the worthy use of leisure was one of the objectives of education. Today, it is commonplace for educators to approve recreational attitudes, techniques, approaches, and activities in order to achieve individual and community educational goals.
>
> Instruction is given through recreational programs in many and varied skills (25:56-57).

In the modern classroom, games and instructional activities are fast becoming the rule rather than the exception (15:61-70). Games certainly cannot replace other forms of learning, but can enhance the learning process. Richard G. Kraus in his book, Recreation and the School, says: "The source of the term 'recreation' was originally the Latin 'recreatio', meaning to restore or refresh" (15:10). Therefore, games and activities serve well to refresh the student. As previously mentioned, the use of games in education has greatly widened in recent years. Alice K. Gordon, in her book, Games for Growth, refers to this idea and also to the "promise to enjoy increasing success in the classroom."

> Recent years have seen a widening application of games in the educational field. The innovations range from word games for preschoolers to simulations of complex political, social and economic processes for high school and college students. Games promise to enjoy increasing success in the classroom; they have magnetic appeal of requiring active learning and being fun at the same time (11:15).

Games in the classroom setting should be used for instructional purposes, not for diversion only. An instructional game is a medium that the instructor implements to help students recall what they have previously learned. The game also can be utilized to introduce new concepts and understandings. Instructional games are contests or simulations of real world experiences and are designed to arouse enjoyment and fun as explained by Gordon and Kraus.

> A game may be defined as any simulated contest (play) among adversaries (players) operating under constraint (rules) for an objective (winning).
>
> A game is essentially a simplified slice of reality. Its structure reflects a real-world process that the designer wishes to teach or investigate: the game serves as a vehicle for testing that process or for learning more about its workings (3:8-9).
>
> The teaching game is a carefully designed and administered instructional device, a programmed learning experience. It depends for its success, however, on key elements involved in all play--absorption of the individual in activity, a sense of involvement, the arousal of competition instincts and finally, a sense of playfulness, and creative problem solving (14:285-286).

Instructional games motivate the student to learn the desired subject matter so he can be successful in the game. Mr. Kraus explains this idea further.

> Recreation has certain special qualities which make it particularly valuable as a medium of education. It is, under most circumstances, voluntarily chosen; therefore, the participant is in a state of readiness with no compulsion or artificial motivation necessary to promote his interest. Under such circumstances, and recognizing that recreation is usually enjoyable and interesting, favorable learning is more likely to take place than in settings marked by compulsion and lack of interest. Since many recreational situations are strongly emotionalized, and since they usually involve practical applications, they may be able to provide more directly meaningful learning than educational experiences which are of a theoretical nature (15:63).

Another feature of instructional games is the immediate feedback of success or failure to the student participating in the game. He must plan his strategy and use the subject matter to win the game. He, therefore, learns the consequences of poor choices and wrong answers (14:285). Gordon once again says:

> In a game, feedback is not only prompt, but natural. The player knows the reason for his success or failure. Good strategy works. He wins money or gets elected, or gets his plan accepted. His actions and decisions are judged or reinforced along the same lines on which they were made (11:21).

If these techniques are useful in the classroom, they will work equally well in the family setting. All children love games and parents can capitalize on this. Children who dislike the more conventional type of learning find games pleasurable and therefore, learn as a result. Robert V. Masters in his book, Family Game Book, comments on the motivational use of games in teaching families.

> Games carry their own built-in motivation for the use of those parents, teachers, and group leaders who are concerned with educating children.
>
> Most children, even reluctant learners, greet the word "game" with pleasure. Strongly enough, the fact that knowledge is required or acquired is rarely a drawback, provided the game is geared to the child's age level (16:xi-xii).

Purpose of the Family

The family is the oldest and most important human institution. "It is society's most basic unit...Families have existed since earliest times, and will undoubtedly exist as long as man lives on the earth (23:24). Adam and Eve, our first parents, were a family, and their children married and became families. Families have stayed together and become tribes as in the case of Jacob and his twelve sons, and they eventually became a nation (2).

Even today, in this modern world of chaos, turmoil, divorce, and single adult families, families are still the essence of stability. The family is the place where the individual generally learns his basic values and morals in life. In the family, he learns how to speak, eat, walk and associate with others. Ezra Taft Benson, a leader in the LDS Church, explains this about the basic institution: the family.

> Our basic institution, the American home, is still our greatest and most primarily educational institution. It is, in very deed, the center of our economic, social, and cultural interest. The home is the bulwark of the national and our most fundamental and basic institution (1).

There are many who believe that families existed before this life, going back even before birth into the premortal life. The Family Home Evening Resource Book of the LDS Church tells of family life there and man's association with his maker. It explains the deep meaning of why there are families here in this sphere (7:7). David O. McKay, late president of the above-mentioned church, stated:

> Before we were born, we lived in a family. There we were loved and taught. As we grew in knowledge and understanding, we wanted to become like our Heavenly Father. We wanted to share in his joys. We wanted a family of our own. He sent us to earth to get our bodies, to test us, and to train us to be parents eternally. This is what godhood means (18:5).

There is a need for strong, stable and happy family life. The nation depends on the strength of all the individual families (18). Again, David O. McKay commented:

> We need more stability, more harmony and happiness in home life. It has been truly said that the "strength

> of a nation, especially of a republican nation, is in the intelligent, well ordered homes of the people (18:1).

Even sociologists agree that happiness is the object of every person whether rich or poor. Family life is the one thing that will bring gratifying happiness and fulfillment in this life and even into the next life. Spencer W. Kimball, current president of the LDS Church, brings out this very point.

> Family life is the best method for achieving happiness in this world and it is a clear pattern... (of) what is to be in the next world (7:3).

If parents want certain values or morals taught to their offspring, it is their responsiblity. No one else has the same interest or knowledge of what the parent wants taught. Ezra Taft Benson responds to this idea. "...One of the greatest needs is more parental instruction regarding life's problems" (1:6-8). He also states the following:

> ...There is a great need for family recreation and cultural activities together. We should do things together as a family....We need to be faithful to this great obligation of parenthood, this sacred obligation, that we may build our homes more solidly upon eternal principles, that we may have no regrets (1:6-8).

Family Home Evenings

The Family Home Evening Program had its initial start when Joseph Smith, founder of the LDS Church, received a revelation from the Lord in the 1830's. The revelation said, in essence, that the parents of the church had a responsiblity and obligation to teach their children values and morals (5). It has been the sacred trust of every parent in the LDS Church since that time to teach their offspring certain important truths that would effect their happiness. As early as 1909, Joseph F. Smith, leader of the church at that time, said:

> It will be a very great blessing and benefit for the parents, to know that at least on one evening in each week, they are in close touch with one another (12:3).

Then, in 1915, he wrote:

> We counsel the Latter-Day Saints to observe more closely the commandment of the Lord given in the 69th section of the Doctrine and Covenants....To this end we advise and urge the inauguration of a "Home Evening" through the church, at which time fathers and mothers may gather their boys and girls about them in the home and teach them the words of the Lord (12:3).

Shirley and Monroe Paxman, in their book, Family Night Fun, tell of this historic statement by the First Presidency.

> On April 27, 1915, the First Presidency issued a communication to the presidents of stakes, bishops, and "parents in Zion" stating that in order to teach the gospel in the home and to bring families closer together, they advised and urged the...inauguration of a "Home Evening" throughout the church, at which time fathers and mothers may gather their boys and girls about them in the home and teach them the word of the Lord. They may thus learn more fully the needs and requirements of their families....Formality and stiffness should be studiously avoided, and all the family should participate in the exercises (20:2).

Treating the subject of the history of family home evenings, Grant R. Hardy, in his paper to the Department of Religion at Brigham Young University, relates that Heber J. Grant gave his "approval and blessing" for the church to have family home evenings by saying, "I think such gatherings will result in much good to the family" (12:4).

Hardy also mentions that a committee began discussing families and teachings in the family in 1959. This committee devised a plan to "help parents teach the gospel in the home" (12:5-6). In October of 1964, Harold B. Lee, an apostle, said:

> This next year will see some definite steps taken to strengthen the hands of the parents in carrying out these great God-given admonitions in placing stress upon teaching of the gospel in the home. The first step will be to give every parent a set of lessons (12:7).

Since 1964, there have been many manuals written. Sprinkled throughout those lesson manuals were many activities that were fun and enjoyable (12). The family, as well as the sophisticated classroom, must have recreation to help enhance learning. Brigham Young said, "The people must have amusement as well as religion" (20:xiii). Recognizing this great need for amusement and recreation in the family, Grant R. Hardy explains the following about future family home evenings:

> The home evenings will most likely be centered more on family interests and needs. Most of them rather than just a few of them, will be in the form of activities. Great emphasis will be placed on family unity and building tradition that children will look back on with fond memories of Mom and Dad and home (12:21).

The Paxmans also stated:

> It should be "Family Fun Night". The family night provides the ideal situation to teach religion in the home, to discuss the principles of the gospel, and instill in our children the desire to apply the gospel teachings to their daily lives. It provides an opportunity for teaching and practicing self-expression by active participation of each family member, for developing and encouraging talents of family members, for teaching consideration and respect for others, for encouraging cooperation among all members of the family, the church, the schools, and the community; and above all, it encourages fun and laughter and wholesome recreation within the family circle.

> The nature of the family night should be a happy, natural family gathering characterized by wholesome, profitable activities, yet generously sprinkled with laughter and fun (20:xii-xiii).

Procedures

The purpose of this study was to compare retention of learning by use of instructional games in a structured family lesson versus retention of learning by use of the same structured family lesson without the instructional game. Thirty-three families from the Ririe, Idaho, area volunteered and participated in the study. Seventeen families were randomly selected to participate in the control group with sixteen randonmly selected to participate in the experimental group.

After giving the necessary instructions, the families began presenting the same four lessons (seven, ten, sixteen and twenty-one) from the Family Home Evening Resource Book. This occurred over the same four consecutive weeks with the experimental group giving an instructional game in addition to the lesson.

On the fifth week, each participant answered the questionnaire in their own home. The questionnaires were corrected and coded. The questionnaire data were analyzed and computerized by the Statistical Department at Brigham Young University.

Findings

There were three major findings in this study:

1. An analysis of variance determined that there was a difference between the scores on the questionnaire between the control group

and the experimental group at .181 degrees of significance. The average difference in mean scores between them was 3.79.

2. An analysis of variance determined that the family variable was significant at a level of .000. This indicated that the family difference in scores was greater than the person to person scores within the family.

3. A change occurred in the following characteristics:

   a. The age group 12-18 had difference in mean score between the control to the experimental of 7.89.

   b. The family size of four or less had a difference in mean score from control to experimental of 17.5 and a significance level of .119.

   c. Those holding family home evenings regularly had a difference of mean score of 8.4 and a significance level of .164.

   d. Families making less than $26,000 had a difference of mean score of 10.76 and a significance level of .027.

Conclusions

On the basis of the data presented, the following conclusions were made:

1. Families using an instructional game supplement to the Family Home Evening Resource Book in family home evening evidenced increased retention of learning.

2. The null hypothesis stated that there would be no difference in the retention of learning as a result of instructional games. The null hypothesis could not be accepted because:

a. Tests indicated there was .181 degrees of significance between the control group and the experimental group on the treatment effect of the research model.

b. The family effect in the research model was significant at a .000 level.

3. The characteristics of family size, four or less, ages 12-18, regularity of family home evenings, and income of $25,000 and less, evidenced a difference from the control group to the experimental group.

4. The instructional games in this study evidenced bias for age group 12-18.

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"Building Family Cohesiveness Through A Weekly Family Activity Night"

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Abstract: The purpose of this article is fourfold: (1) to introduce the concept of the weekly family activity night; (2) to present the purpose and values of the weekly family activity night; (3) to provide specific practical techniques for conducting the family activity night; and (4) to provide illustrations of the variety of activities that may be suitable for a weekly family activity night.

The Weekly Family Activity Night

The family is generally accepted as the basic unit of the American society; however, prevalent to our society are numerous stresses and strains that disrupt that basic family unit. In a recent national news magazine, the following was stated,

> "In a nation that professes to take pride in its young, social change is inflicting harm -- physical and psychological -- on millions of children. For them, growing up in America is becoming an ordeal instead of a joy. As their parents struggle to cope with divorce, single parenthood, dual careers, and a troublesome economy, many of the nation's more than 47.6 million children under the age of 14 pay the price in ways that range from simple neglect to outright abuse... Parents are caught in a crunch of conflicting values, they value children but they value other things as well, such as time for themselves, material goods, status and careers. Given these conflicts, in a number of instances they neglect children or don't give them a fair shake." (U.S. News and World Report, 9 August 1982, p.54)

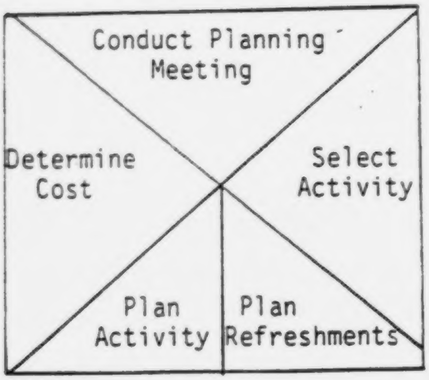
One unique perspective at solidifying the American family unit is the "Weekly Family Activity Night." Simply defined, the weekly family activity night is when all family members commit to and calendar the same night in the week for participation in a specifically planned family activity. Important to the success of the weekly family activity night is that each component of the definition be met. That is, all family members should be involved or else it will not necessarily bring the family closer to a cohesive unit. Likewise, there must be a level of commitment by the family members, that the weekly family activity is important enough that all members will join forces in not allowing individual plans to override the family night activity. Additionally, the weekly family activity night should occur on a consistant evening so that each family activity night is not interupted or interfered with. Also necessary for success is that each family member participates in that activity and that one individual is specifically assigned to plan that week's family activity so that participation and involvement stay high.

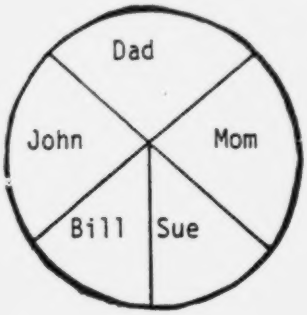
The Values of the Weekly Family Activity Night

The Better Homes and Gardens magazine conducted a national survey asking parents what they thought the key threat to the American family life is in the 1980's. The surprising response was not the economic conditions or inflation but "inattentive parents." Imagine the impact that a weekly family activity night could have on the family's cohesiveness, loyalty, companionship and togetherness. The U.S. Census Bureau's chief demographer concluded his analysis of the American family by stating, "Caring, attentive parents, give children their best start in life. There's no real alternative for their optimum growth." (American Family Society, Vol. 4, No. 1). Other values of the weekly family activity night include establishing a healthy pattern for future living that the children may emulate in their homes as they become parents, as well as developing an appreciation for the values that recreation and leisure activities play in the well-balanced life of a growing-productive citizen.

Practical Techniques for Conducting the Weekly Family Activity Night

For the weekly family activity night to be effective and successful, two specific techniques must be adhered to: planning and participation. Planning is essential not only for a fun and enjoyable activity but to ensure full participation by all family members. As each family member is responsible for a specific aspect of the family activity the individual commitment to success is heightened. One way to involve all family members in planning is the use of an assignment wheel. The assignment wheel consists of a circle with each family member's name identified and a square in which the different planning features are described. By rotating the wheel (which is connected to the square by a pin) each person becomes responsible for a different aspect of the planning of the weekly activity.


Conduct Planning Meeting
Determine Cost
Select Activity
Plan Activity
Plan Refreshments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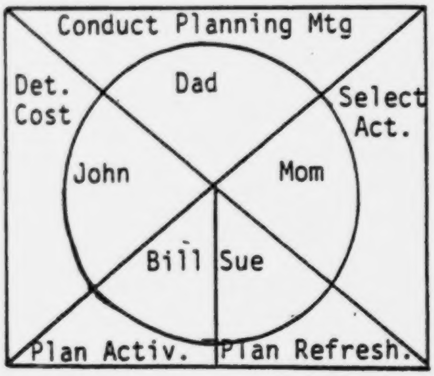
Mom
Bill
Sue


Conduct Planning Mtg
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Younger children can be assisted by parents where necessary. Likewise the different planning features may need to be altered depending on the number of family members. Not only is planning essential but full participation in each activity by all family members is necessary; but how is this accomplished if the family consists of a variety of age

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levels? Here are some suggestions for involving adults, teenagers and younger children.

Adults	Teenagers	Younger Children
1. Determine to have fun.	1. Allow opportunities to plan the family activity.	1. Let them help prepare and plan activities.
2. Enjoy all the activities the family selects.	2. Allow opportunities for total responsibility for family activity.	2. Involve them in as many aspects of the weekly activity as possible.
3. Allow others to plan.	3. Encourage them to evaluate activity for ways to improve.	3. Help them to be responsible for their assignments.
4. Choose a variety of activities.	4. Respect their choices.	4. Use a variety of activities with shorter time commitments.
	5. Make sure activities are well prepared.	5. Respect their method of play.
	6. Hold weekly family activity night consistently.	

Weekly Family Activity Ideas

Activity selection may be as diverse as the family, however, specific activity categories may be helpful to get the weekly family activity night started and to keep it consistent. Remember, the purpose of the weekly family activity night is to build family cohesion, loyalty, companionship and togetherness as well as recreation and leisure activity involvement. Identified below are six categories of activities with an example of an activity or two which is descriptive of that activity category.

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Activity Category: Family Unity Activities

Example 1: Hold a family reunion by mail in which extended family members send favorite recipes, unforgetable experiences, pictures, cassette tapes, etc., back and forth between family members during a specific time period.

Example 2: To learn and experience the family's cultural heritage, celebrate Christmas by making presents that were popular during your grandparents or great-grandparents time.

Activity Category: Learning Activities

Example 1: When planning a vacation trip have each family member use a road map to learn how to read the map, mark the best route to travel, learn about highway signs, estimating traveling time and allow children to give directions while traveling.

Example 2: Obtain a "mind stretcher" puzzle book or magazine and use the various puzzle activities to stretch the mind and have fun solving the various problems.

Activity Category: Cultural Activities

Example 1: To learn to appreciate music, play a piece of music on a stereo or record player and have family members close eyes and listen. Then ask questions such as "How did the music make you feel?" or "What colors did you see?"

Example 2: To learn how to create art have the family cut out odd shaped pictures and colored shapes from magazines and paste them onto a larger sheet of paper to make a collage. Then discuss what each person has made.

Activity Category: Nature Activities

Example 1: Have the family plant a garden in small containers such as a plastic jug or milk carton. The family can learn how to grow the plants as well as be responsible for them.

Example 2: Take a family hike and look at animal life and plant life and discuss them as well as rock formations, smells and sounds. Remember to accommodate the hike to the age level of the children and older family members.

Activity Category: Physical Activities

Example 1: Start a physical fitness award program for the family with homemade gold, silver and bronze awards for reaching previously established fitness goals.

Example 2: Participate in a different physical activity a month learning new skills, rules and techniques of various lifetime activities and individual and team sports.

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Activity Category: Special Occasions

Example 1: Plan activities that correlate with the traditional holidays such as Christmas, Thanksgiving and President's Day.

Example 2: When special occasions occur in the family such as the birth of a child or graduations or promotions, celebrate the occasions with a weekly family activity night.

As the weekly family activity night becomes a reality -- a new sense of family cohesion can emerge which may make all the difference in the world to your family. Remember, be flexible and adjust the family activities to the needs of your family and most importantly relax and enjoy the activity night. The most important thing that family members will remember is the feeling that they experienced during the weekly family activity night.

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Family Recreation: Together is Better

David J. Staniford
Director of Tennis
Club Longboat Beach & Tennis
Long Boat Key, Florida

Everyone today seems to be searching for personal meaning and identity. Many people are now finding their satisfactions not so much in materialistic goods but in kinship and meaningful relationships with others. For many of us, our families are our primary source of stability, security and kinship.

But the North American Family is changing. In the past, much of the function of the traditional family as a unit was related to tasks, chores and duties necessary to warm, feed, shelter and protect its members. The home was the first church, school and playground. It had great potential in shaping early values, interests and skills of the young. It also provided needed refuge, companionship, privacy and security. Recreation outlets once were carried on and created wholly within the family and its environment. However, today, we see much of recreation being provided from sources outside the home - many of which are purchased instead of being essentially homegrown.[1]

The Family

The Canadian Parks and Recreation national program called "Together" focuses on the importance of families and of quality time together celebrating, playing, recreating, relaxing and enjoying. It is essentially based on the assumption that through being, playing and doing together our individual lives are enriched. "Today, the idea of family is more critical than ever. The word family means not only kin - but kinship. Not just distant cousins but also close friends, neighbours and the special people in your life. In fact, everyone you feel a good connection with. Everyone who feels like family.[2]

In this paper, family is defined as any familial social grouping with some common interest or concern. The family in this context is not just the traditional nuclear family. It may also include extended family such as grandparents, aunts, uncles, cousins, nieces and nephews. Such familial groupings may include mom, dad and the kids that may also encompass several senior citizens who live together and share common interests.

The Community, Family and Society

When a child is born into a family, this family gives him his location in society. As middle class or working class, child of a teacher, or truck driver, Christian or Jew, or a member of a family respected or scorned by neighbours, each child, because of his particular placement, is affected greatly by the community around him.[3] His family's and therefore his placement in such social groupings affects the experiences he will have as he grows up. His placement in the community structure dictates to a significant degree, not only what form his socialization opportunities will take, but also at what ages, in what order and with whom these opportunities occur.

Minar and Green[4] and Sanders[5] refer to the term "community" as an ideal-type concept which orientates us to a social setting, usually defined by territorial boundaries, a specific subculture, a degree of autonomy, and a fairly homogeneous populace. The process of socialization, in effect, attemps to fit man to his community. The socially evolved personality is often forced to endure in a society and continually sacrifice some personal wishes to preserve it. The child responds to both the recurrences in social behavior (customs) and to the value orientations which define the meaning of life. He responds to the institutions of community life which have been established by some common will.[6]

For young children for example, their very location in a community, their proximity to parks, community centres, playgrounds, beaches, ice rinks, moviehouses, libraries, swimming pools and so on, may definitely have an effect on their early participation in various forms of recreational activities. However, the use

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made of these special areas depends to a great degree on the quality and quantity of parental or extended family supervision and participation. As a general rule parents, knowledgeable in child rearing practices and child development, are more likely to share these kinds of active experiences with their children. Also parents and other family members who are physically active in their recreation, appear more likely to provide the opportunity for young children to participate in and use community resources for physical activity.[7]

As mentioned earlier, social class background, as well as geographical location, are important factors in the socialization of the child in the family. This is also true with regard to the child's place in the community. With young children up to six years of age, it would appear that the influence of the community as a socializing agent, would not be as great as that of the family, peer group, school or church taken alone. However, the placement of these units in a particular community and a multitude of other variables, such as climate, location, local customs and habits may indeed affect the child as he takes his place in either the family, school, peer group or church.

Most families exist not only in a complex societal context but also have interests and needs which are a function of family developmental stages. Four family stages, with several possible substages within each have been suggested by Rapaport and Rapaport.[9] The first stage is where a couple is without children. This is followed, in most cases by the appearance of young pre-school children, then progressing to the third stage where children are between the ages of 6 and 18 years. The final stage in this developmental sequence is when all children have left the home. Rapaport and Rapaport go on to delineate certain periods which may involve more stress on the family than others or when interests and needs may change accordingly.

Together is Better

The "Together" project[10] conducted by the Canadian Parks and Recreation Association is based on the premise that "Together is Better", that family leisure and recreation can be a real source of family cohesiveness, kinship and personal satisfaction. This project aims at:

(a) Providing a national media campaign.

(b) Simultaneous community activity.

(c) Provide a program created by and for leasure service practitioners.

(d) Raising awareness of leisure opportunities and the benefits of recreating together.

(e) Inspiring individuals to work together to define and satisfy their own leisure needs.

(f) Encouraging a more diverse range of community interests and activities.

(g) Increasing appreciation of community facilities and recreation assets.

The Together project comes at a time when demand for leisure services is increasing dramatically while recreation service agencies are hard pressed to keep pace. The program further aims at helping people learn more about leisure opportunities available to them and to assist in making them more responsible for satisfying their own individual and group leisure needs. In the Together project families are encouraged to play together, dig together, create together and discover together as major activity themes. A wide variety of suggestions are included in their posters and brochures available directly from C.P.R.A. in Ottawa.

Family Fun and Fitness

This project was originally developed several years ago at Brock University, St. Catharines, Ontario.[11] It is now being modified and adapted in several community programs across Canada. In Halifax, Nova Scotia, the City Recreation Director Howard Oehman has taken the initiative to program for families in their forthcoming

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Spring and Summer programs. A wide variety of offerings and special events are now available specially for families. In St. John, New Brunswick, new initiatives are underway through existing community organizations and groups for programming "across the lifecycle". Both emphasise family togetherness and cohesiveness through recreational experiences where all ages, abilities and sexes can take part. At the City of Nepean, near Ottawa, the city's new Sportsplex has direct programming now for families encouraging families to play together.

Family Togetherness programs such as "Family Fun and Fitness" make use of leisure experiences that people of many different age groups, abilities, sexes and incomes can take part in together. Essential to this type of program is an educational component aimed at increasing resourcefulness, activity habits and choices of participants. Ideally an objective should be towards families becoming more self-directed in choosing group or individual leisure pursuits. Educational leisure exercises might include planning a special meal together, a Sunday outing or a winter holiday where all family members might take part in planning, preparation, participation and reminiscing.

A Need for Familial Programming

In North America today there appears a real need for recreation leaders to rethink their notions of family and family activities. The old "family night" is no longer acceptable. Families have changed - there is a real need now for building on the positive aspects of family living towards enhancing cooperative cohesive, familial interests in leisure. We need to take a hard look at our present programs, schedules, budgets and activity offerings. Why not offer more activities in which families can take part in together. Maybe it's time to rethink the barriers of age, sex, economics, activity and time which often restrict families taking part together.

Only in this way can "togetherness" become a true objective of recreation where programming "across the lifecycle" and "family leisure education" can become realities rather than dreams. In terms of family recreation - "Together is Better".

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TEACHING YOUR KIDS TO DANCE
(At Home)

by

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Assistant Professor
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I still remember Mom dancing around the room with me on her shoes. I must have been ten or eleven at the time. She would say, "Put your feet on my feet and I'll show you how to waltz like your Dad and I did at the local town hall years ago. I enjoyed the experience. There was no embarrassment, no clammy hands, no ego on the line . . . just plain fun. And I learned. Mom always had a subtle way of teaching us things that she felt were important.

Today I teach ballroom dance at a state university. Over and over I hear the complaint by parents and concerned school officials that students today don't know how to dance anymore. The scenario goes something like this: "We are not going to have any more school dances. All the kids want to do is turn down the lights, turn up the music, and dance in the bear hug position. If we had wanted standup hugging, we would have called it just that and not the Friday night dance in the gym." I usually just smile and try to be as patient as I can with their concerns.

They are right, you know? What they describe is exactly what occurs at a dance. What they sometimes fail to realize is that as teenagers they did the same things. They wanted the lights down low, and if they could be found dancing with the favorite person in the grappling position, so much the better.

But that doesn't solve the problem for the school administrator or the parent who is concerned about a "wholesome environment" for their son or daughter when dancing, and the administrator or parent is sitting in front of me waiting for some miracle answer to their problem. Maybe we should be teaching dance at home, making it fun, no sweaty palms, no ego on the line. Mom was always right.

How do you teach dance at home? Sure, most of us remember a dance step or two that we learned at college, but will that be enough and will it be fun for our children? The answer is yes. You have all the tools to make it fun. Your enthusiasm for dance and your genuine interest in your kids learning exciting steps is all you will need. Here are a few suggestions when teaching dance to your children.

USE THEIR MUSIC. Let your kids select the music. The reason is very simple. Much of the enthusiasm for dance is found in the music. So put Johnny Mathis, Mancini, and other special favorites of yours on the shelf, and play Stray Cats, John Cafferty (Eddie and the Cruisers), and Top 40 wailers. It may be a little painful, but the initial surprised look on your teenager's face that "you can do your dance to my music!" will make it all worthwhile.

Have your teenager tune to Dick Clark or other top 40 shows. Listen to all the songs that have made the charts that week. You will soon hear songs that have a swing, fox trot, or waltz beat. You may have to wait awhile, but one will finally show up. Write down that tune's name (your teenager will undoubtedly already know the name and most of the words), go to the local music store and buy the 45 record. Your teenager will plaintively suggest that you buy the long-playing album with the tune on it. Have nothing to do with that suggestion. Remember that you are buying a record for a specific beat. That doesn't mean that you need to tolerate the other nine songs that may sound like the mating call of a wild African elephant. So buy the 45 record. It's far less expensive and you are getting exactly what you need. You're now ready to proceed with the dance experiment. The first step is to make it fun. This step you have already initiated by using their music.

MAKE IT FUN. Always be positive. That's just good teaching. Your teenage daughters will quickly learn the steps. But your sons ... watch out! Many of them will have just come from the basketball court with their buddies, and learning the left box turn in the waltz may be the furthest thing from their mind. Start slowly, and remember that "Rome was not built in a day." The steps don't have to be perfectly done. However, if you see smiles on your teenager's face, you are doing great as a teacher. You're making it fun and, afterall, that's why we got into this situation in the first place. The question is, what should we be teaching?

WHAT TO TEACH

Posture. Spend very little time on this. However, teaching posture is important. I've heard it put very simply: make sure that your ears, shoulders, hips, and ankles are all lined up. Certainly that is a quick way of remembering correct posture.

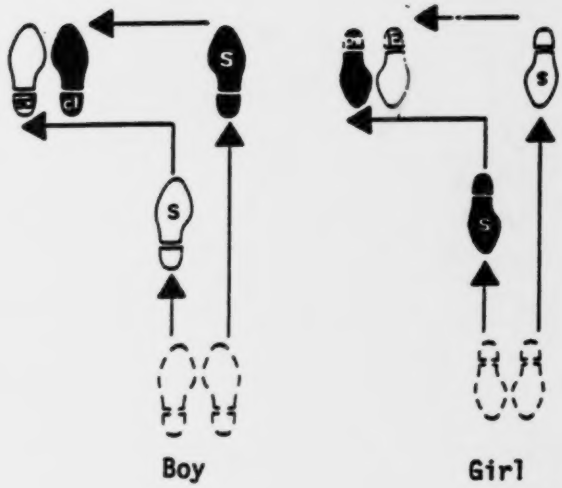
Dance Positions. Have your son assume a comfortable dance posture. The left arm is held up, elbow at 90 degree angle, and left hand just below head level. Your son's right arm should be extended out in front of his body. Again, the arm is bent at a "soft 90 degree angle," the hand is pointed downward, and the fingers are together. Your daughter's left arm should rest lightly on your son's right arm. Her right hand is in your son's left. Most important is to make sure she stays back into your son's right hand. By placing herself back into the hand, your daughter will make it so much easier for your son to lead her during the dance. And, leading and following could be the most important part of our dance lesson.

Leading and Following. Believe it or not, you want to teach your son to lead with his right arm. Yes, you heard me right -- his right arm. When he wants his partner to go back, he lifts his right arm up so slightly. If done correctly, this lead will indicate to his partner that she should step backwards. If he wants his partner to stop, he will give a firm lead with his right hand. Obviously there is a lot more to this leading and following, as your son or daughter will find out. Enough has been said to get you started, and it's important to get to the dance steps.

Dance Steps. I suggest that you teach three dance rhythms and three dance steps in each dance rhythm. If that sounds confusing, it's really not. Start with the fox trot. (To your son and daughter this is called "slow dancing.") You should teach three steps: basic, left rock step, and semi-open basic.

The basic step goes forward left (foot), forward right, side left and side right. That's your son's part. Your daughter would do just the opposite. She goes back right, back left, side right, and side left foot. On the left rock step, your son will go forward left, back right, side left foot, and side right foot. Have your daughter follow along. She does just the opposite. On the semi-open basic, have your son and daughter in dance position turn and face the same direction (son left, daughter right). Together they will go forward, forward, side, together, starting with your son's left foot and your daughter's right foot.

Basic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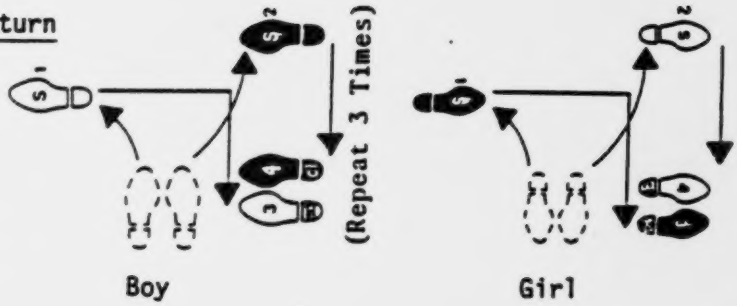
Boy
Girl

Left rock turn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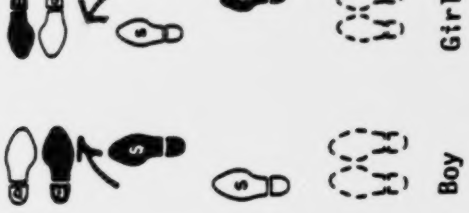
(Repeat 3 Times)
Boy
Girl

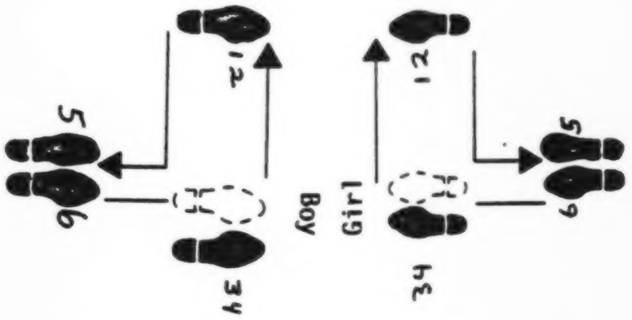
Semi-open basic



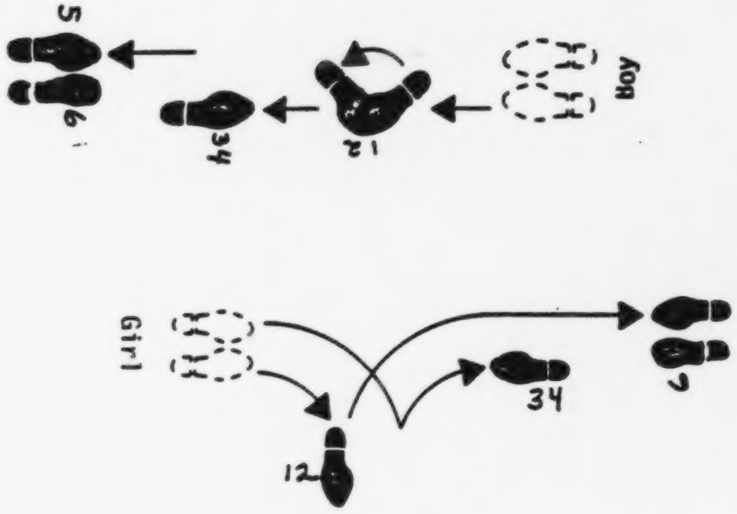
Next, teach your son and daughter the Swing. The contemporary group Stray Cats has many songs that will work very successfully here. (I hope your ears don't hurt.) Teach the two hand basic, the arch, and the loop.

In the sideward basic, have your son and daughter face each other and have them join hands, son's palms up, daughter's palms down. Your son will step left, step right, and rock back on his left foot (toe). Your daughter will do just the opposite. On the Arch, your son will lift his left hand, and your daughter will go forward under his arm turning to her right. Again, her steps are right, left, and rock on her right foot. Your son's steps are just the opposite, and he will be turning slightly to his left as your daughter goes under his left arm. When doing this step, remember to have your daughter pass on your son's left side. Try it! On the Loop, your son's left hand is again extended and the steps are the same. However, have your daughter pass on the right side of your son as she goes under his left arm.

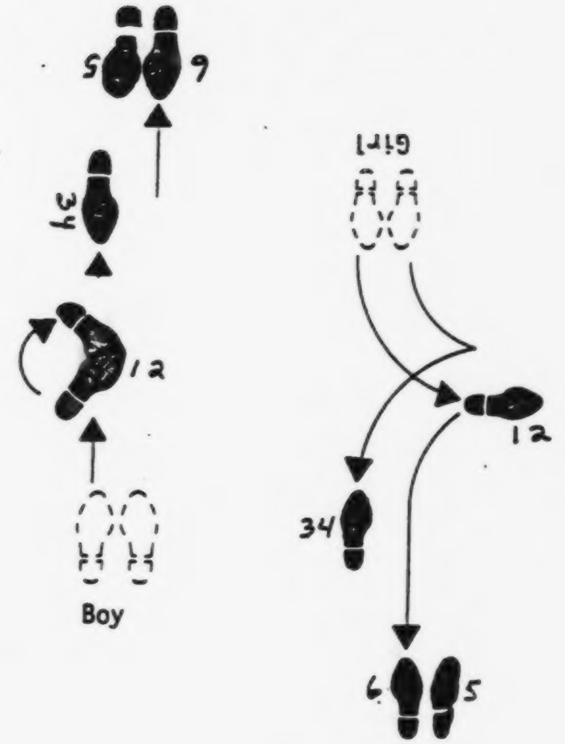
Sideward



Arch


5
6
34
12
Boy
Girl
12
34

Loop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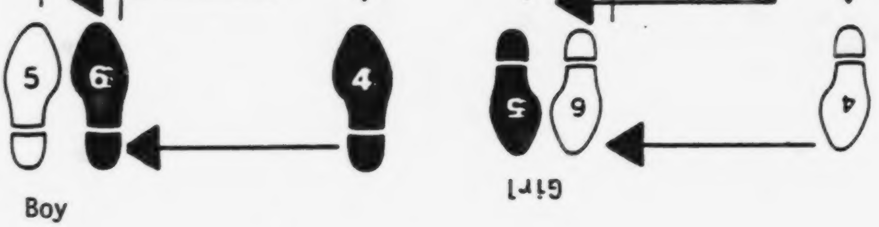
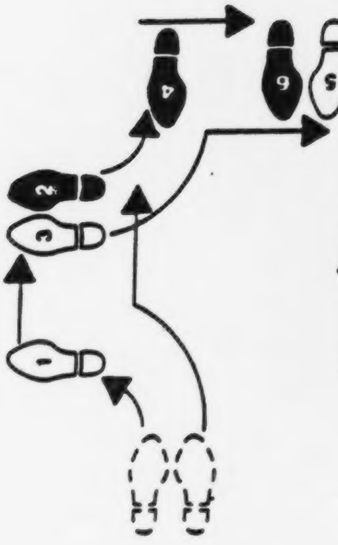
They will really enjoy the Swing. That is a dance I have never had to "sell" to my students.

Finish with the Waltz. Barry Manilow has composed some great waltz music. Teach a basic waltz, the left box turn, and the hesitation step. The basic waltz step is forward, side, together. Your son will go forward left, side right, and together (side) left. Your daughter will do just the opposite, starting back with her right foot. You are teaching your children the classic "box step." Ah, now you remember! Next your son will complete the box by going back right, side left foot, and close (side) right foot. The left turn is the same steps, only turning a quarter turn to your son's left. The hesitation step is quite simple. It's forward touch, back touch, side touch.

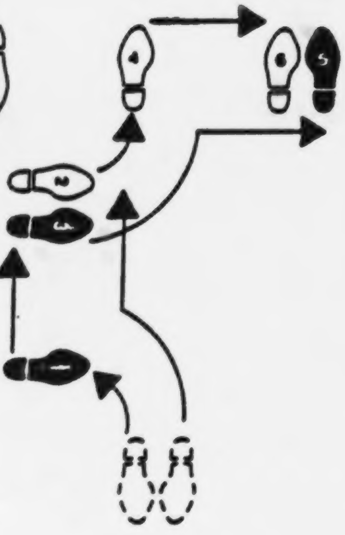
Waltz Basic



Left Box Turn

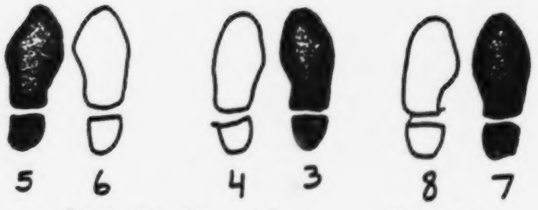


Boy



Girl

Hesitation Step


1
2 (touch)
5
6
4
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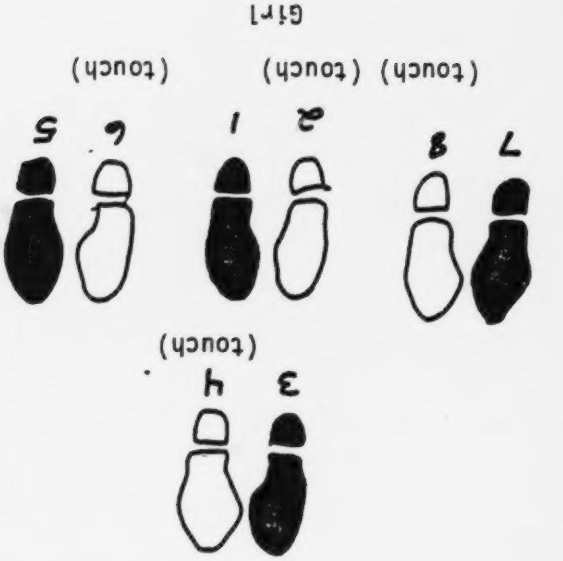
8
7
(touch) (touch)
(touch)

Boy


Girl
(touch) (touch) (touch)
5
6
1
2
8
7
(touch)
4
3

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WAIT A MINUTE, IS THAT ALL THERE IS? Of course not. Dance teachers would probably cringe at some of the previous instructions. "Not by the book" they'd emphatically exclaim. But wait a minute, our original goals were to make it fun and make it easy. I think we've accomplished that. We're using their music and our steps. Maybe that "bear hug dance position" will not be used as much at school dances when they know dance steps that are exciting.

Teaching your son and daughter dance steps may be rewarding to your kids. Perhaps it will even be more rewarding to you, Mom and Dad. Good luck and good dancing!

THE HISTORY OF COMMERCIAL RECREATION AND ITS ROLE IN THE PROVISION OF FAMILY RECREATION

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Commercial recreation is the provision of facilities, equipment and programs that satisfy public demand for activities during unobligated time and are profitable to the supplier. This definition has several points that need to be emphasized. First, the provision of the facilities, equipment and programs is necessary in order to cover the full range of commercial recreation endeavors. Facilities may include health clubs and fitness centers, ski resorts and ski lifts, to name a few. Second, running shoes for joggers, tennis racquets, racquet ball racquets, and baseball gloves are all prime examples of equipment used in the pursuit of recreational activities. Programs are those types of guided activities for which a person pays. Some commercial recreation programs may include river rafting trips, mountain backpacking trips, wilderness experiences, fitness centers, exercise programs, picnics and group parties, dances, arts and crafts sales, and horse camping. These activities should all be provided to the public and take place during a person's unobligated or non-work time. It's important to note that one definition of recreation is "an activity which takes place during an individual's unobligated time. The major difference between Commercial Recreation and other types of recreation is based upon facilities, equipment and programs being supplied to the public at a profit to the supplier. The profit motive is as critical to the commercial recreation enterprise as it is to any other business.

It has been apparent to this writer, for several years, that the term "commercial recreation" has been given a negative connotation in the field of recreation and leisure. This has not always been the case, so how might have situation arisen? To answer that question, let us review the history of commercial recreation.

Commercial recreation can be said to have had its beginnings when the Phonecians, in approximately 4000 B.C., first developed the concept of money. Once this concept had been accepted, trade took place. Travel, and the purchase of equipment and/or activity was an integral part of that trade. At this point one of the foremost aspects of commercial recreation, travel and tourism, proceeded to develop and grow through the ages. The Greeks and Romans were known to travel to many parts of the Roman Empire, including Egypt, on vacations as well as for military expeditions. Royalty through the dark and middle ages continued to travel. The less wealthy also had their forms of commercial recreation. Examples of these are fairs, crafts guilds, and traveling minstrel shows. These took place during the middle ages in most European countries and were accepted as suitable forms of recreation. In fact, in our textbooks, we talk about them as prime examples of recreation. These examples are used to exemplify the point that recreation could not be stifled even during the dark ages, for they were, basically, commercial enterprises.

In the 16th and 17th centuries, there are numerous instances of commercial recreation activities taking place in Europe and England. Exclusive resorts were known to have been developed during this time period. These exclusive resorts catered to the upper class. As time passed resorts were developed for the less wealthy, giving rise to the commercial recreation axiom, "mass follows class." During this time fairs and amusements were still popular. All forms of entertainment were taking place, the theatre was coming into its own. All of these were legitimate forms of recreation.

How did commercial recreation receive its bad reputation? To begin with, the United States was populated by religious immigrants. They based their entire philosophy and livelihood on their ability to work, and this became known as the Protestant work ethic. As a result of this ethic, all forms of recreation were considered evil, not

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just commercial recreation. Later, as the United States progressed, recreation began to become more widely accepted. This continued through the late 1800's and early 1900's.

At that time a significant revolution, known as the industrial revolution took place. The industrial revolution brought about a drastic change in the population of the United States. For the first time, people were leaving the rural areas and moving to the cities. As more and more people moved to the cities to work in the factories, crowding and social problems became evident. For example, between 1880 and 1900 in the city of New York, investigating committees found as many as 360 people, including 40 children, living in a single tenement building. As a result of crowding, the death rate for children under 5 was 325 per 1,000. The south side of Harlem, had the greatest population density in the world at this time. One 32 acre section had 9864 people living in it. Many of the tenements housed 26 families in a 5 to 7 story building about 25ft. wide and 100 ft. deep (Knapp, Aug., 1972.)

At this time, parks were of a formalized nature and quite often had "keep off the grass" signs which required children and/or adults to find their recreation elsewhere. Sports increased in popularity dramatically at this time. In the late 1800's, two of our national pastimes, football and basketball became popular. Also during this time period, baseball achieved some of its prominence. In fact, the first news story reported by wireless radio was a sports event. However, due to the brutality of some of the sports, and the inaccessibility for sports participation for most of the population, participation rates were low. As one observer noted, "the general population used their leisure poorly on the vulgar and commercialized streets" (Knapp, Oct., 1972.) The development of various commercial amusements ranged from legitimate theatre for the cultivated and affluent to vaudeville, movies, burlesque and sidewalk peep shows for the less affluent. In fact, Knapp, writing in an NRPA article for the Playground Association of American, indicated that "most middle and lower class residents had to depend upon commercial recreation for leisure activities outside the home" (Knapp, Oct., 1972.)

As can be seen from these comments, commercial recreation was beginning to received its negative image early. What was the driving force creating the negative image of commercial recreation at the time? The late 1800's and early 1900's was a time of significant social reform. Due to crowding, the severe child labor situation, the high infant death rate and the crowded living conditions for much of the population, a number of private groups concerned with social justices became prominent. These groups included such organizations as settlement houses and charity agencies which emphasized Christian issues.

These are all excellent ideals, except that in the case of commercial recreation, these organizations began to create a label that was not necessary accurate. These reformers' avenue of attack was mainly through the improvement of city government and humanitarian social service reforms. It was at this time that the recreation movement had its official beginning.

All of our textbooks mark the beginning of organized recreation with Jane Adams and her Hull House experiment which was a settlement house. These settlement houses were one reflection of urban Christianity's response to the urban city (Knapp, Aug., 1972.) Among other responses were the problems created by a large immigration population, saloons, family housing and amusements. Because of these social problems, adherents of social Christianity, working through the existing churches and religious settlements, tried to provide leadership in urban reform movements such as recreation. The result of these reforms included the development of such groups as the YMCA, the YWCA, the Boy Scouts, the Campfire Girls and other organizations.

Three men were prominent in propelling the recreation movement forward, one was the son of a wealthy Boston family who had received a tremendous sense of social responsibility during his childhood. While never spending much time dealing with religious matters, Joseph Lee was influenced strongly by the Unitarianism of his father which seemed to emphasize God as truth, beauty and life rather than by following any specific creed.

Another member of this threesome was the youngest son of a missionary family living in Hawaii. He received his M.D. degree and began to establish the YMCA training schools. Luther Gulick developed the majority of his ideas on physical education and recreation while working with the YMCA. He saw a close relationship between body, mind and spirit, and invented the familiar triangle symbol of the YMCA.

The third member of the trio was Howard Braucher. Howard had been training for a calling in the ministry when he attended Union Theological Seminary. Upon completion of his studies, he opted to go into social work. In fact, he considered religion to be the leading motivator in teaching people how to view their lives.

These three individuals guided the organization and development of recreation during the early 1900's. Lee and Gulick were responsible for the establishment of the Playground Association of America in 1906 and Lee and Braucher were responsible for running that organized voice of recreation from its inception in 1906 to Braucher's death in 1949.

Given the strong religious background of these individuals and the social upheaval of the time, it is easy to see how they could construe commercial recreation to be evil and sinful. I am not saying that all commercial recreation was good nor is it now all "wholesome." However, it should be pointed out that commercial recreation at the time was not all unwholesome either. In fact, two of the commercial recreation activities that were considered to be improper during the time period were amusement parks and vaudeville. Amusement parks were considered to be unwholesome areas mainly because they were developed by the trolley companies to increase revenues on the weekends. They were considered to be shabby and mere wastes of time. I don't need to remind you that this industry has developed into the theme parks of today. The current counterparts of vaudeville are probably theatre groups and television.

The concept of recreation that was created during its formative years was continued throughout the careers of Braucher and Lee. For example, the Playground and Recreation Association of America, in 1914 called for municipal control of all commercial recreation. This was an attempt to clean up or to make commercial recreation wholesome. During the period following World War I, when there was acute inflation, labor strikes, race riots, paranoia, etc. Lee went so far as to identify the main culprit as being the lack of proper use of leisure time, pointing specifically to the commercial recreation enterprises of the period.

As late as the 1940's Howard Braucher refused to allow the National Industrial Recreation Association to become affiliated with the National Recreation Association because of his stand for equality for workers and management within business organizations. It is still a separate branch, and is a corporate aspect which does provide recreation for the employees and as a business, attempts to show that the provision of recreation provides a profit for the company.

How has this concept of commercial recreation influenced the present day recreation student or professional? The answer is simple. We are still seeing a number of current text books negatively refering to the concept of commercial recreation. Let me give some examples. Chubb & Chubb, in their 1981 textbook, when refering to early years of recreation, indicated that "taxpayers, despite the fact that such municipal recreation services were said to reduce juvenile delinquency and citizens were worried about the effects, particularly on young people, of urban commercial recreation and its associated liquor and vice." In fact, the authors continue to state, "most of their efforts (referring to influential individuals and associations) were concentrated on helping the urban disadvantaged, and usually there was a strong moralistic attitude toward recreation or physical education activities. Provision of such programs was advocated primarily as a means of combatting any antisocial behavior such as drinking, gambling and juvenile delinquency."Note the relationship between these statements and the previous reference to commercial recreation.

Miller and Robinson in their 1963 text , The Leisure Age, stated that "adults drifted toward a variety of inadequate and often undesirable forms of commercial amusement because of lack of any other forms and the absence of civic and community sponsorship of recreation."Commercial recreation of the time was defined as being "dime museums, dance halls, shooting galleries, beer gardens, bowling alleys, music halls, billiard parlors, saloons and similar amusement resorts that made up the world of entertainment." Carlson's text, Recreation and Leisure, printed in 1979, devoted a whole paragraph to unsavory commercial recreation, "Unwholesome commercial recreation opportunities foster the need for the replacement of more truly lucrative activities." The recreational activities were noted as being the "dime novels, pool halls, billiard parlors, dime museums with (free contractions,) nickelodeons (which were the forerunners of today's cinemas,) shooting galleries, and saloons as well as vaudeville." Even spectator sports such as horseracing, professional baseball, and prize fighting were condemned as being unwholesome.

With quotes such as these and the positions that churches have taken in the development of social and recreational activities to improve the social welfare of individuals, can it be any wonder that commercial recreation has received such a bad connotation?

Now, commercial recreation can be justified on two points. First, is the economic aspect and second is the provision of services to the family. In order to do adequate consideration to both of these points, they will be treated separately. the economic side of commercial recreation is one to be treated with respect. The field of commercial recreation has grown from one in which total revenues in 1965 were approximately 58.3 billion dollars to 1982 revenues which were 262 Billion dollars (U.S. News and World Report, 1982.) These numbers, while impressive in their size, are hard to fathom until you take into consideration the following facts. In 1972, the spending on commercial recreation was 105 billion dollars this amount exceeded total corporate profits within the U.S (U.S. News and World Report, 1972.) In 1978, the 180 billion dollars spent on commercial recreation accounted for 1 out of every 8 dollars spent in the United States (U.S. News and World Report, Sept., 1980.) The 1981 figure of 244 billion dollars accounted for 9% of the net national product and 9 million jobs. In 1982 the figure of 262 billion dollars was almost 1 1/2 times greater than the total federal government outlay for national defense. This is an industry that is so large that it can only be described by considering the fact that if commercial recreation, as a whole, was considered to be one business, it would be second in size only to the U.S. food industry, which includes the growing, processing and selling of food within the U.S.

In order to put these numbers into perspective, consider the change from 1965 to 1982. Total commercial recreation spending has increased 4 times. This compares with total government spending on recreation over the same time period, 1965 - 1981, of just over 4 times, so the growth in the two industries has been approximately the same. However, in 1965 commercial recreation spending was 58.3 billion dollars, where total government spending on all recreation was 1.1 billion dollars. Commercial recreation has grown to 262 billion dollars while total government spending has increased to 8.2 billion dollars. Local city spending on recreation has only grown to a 1981 total of 3.4 billion dollars. This breaks down to the fact that the total spending by all government agencies on recreation in 1980 was only 3.7% of the commercial recreation spending. Government spending is miniscule in comparison to public spending for commercial recreational activities (Statistical

Abstracts of U.S., 1982.)

Another way to look at the facts is when you consider that total government revenues from recreation in [illegible] amounted to 1.2 billion dollars or slightly more than 1/2 of a percent of the total public spending on commercial recreation. Is it any wonder that governments are beginning to become involved in charging fees for recreation? They are doing nothing more than following the example set by the commercial recreation industry.

The service industry of the United States, which is currently growing rapidly and is predicted to grow even faster in the future, provides further examples of commercial recreation importance. In 1977 commercial recreation businesses accounted for 23% of the receipts of all service businesses. In addition, Forbes magazine has listed the leisure industry as being in the top four industries over the last four years (Forbes, 1979.) Specific industries within the commercial recreation business have also shown substantial increases. For example, the theme park industry in 1981 drew nearly double the attendance for professional football baseball, and basketball combined. This accounted for an average annual attendance of 170 million people. "In 1972, 24% of the population of the United States reported visiting a theme park at least once." This had increased by 1977 to 73% of the population. "In

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addition of the 508 amusement facilities currently in the U.S., the 40 major parks grossed over 750 million dollars in 1977."

Another aspect of the commercial recreation field is the travel and tourism industry. This industry has grown so large that in 1983 visitor and convention bureaus spent 161 1/2 million dollars to bring conventions and visitors to their cities. In 1984, it is estimated that state agencies of travel and tourism will spend 130 million dollars in an attempt to lure tourists to their states. In fact, in 1981, travel and tourism accounted for more jobs in the U.S. than any other private industry except health care services. This placed the industry as the top source of jobs in 13 states and in the top 3 job sources in 39 other states. During the time period between 1981 and 1982, the travel and tourism industry created an additional 39,000 new jobs in the U.S. That increased the states that ranked travel and tourism as number one to 18 states out of 52 and placed it in the top 3 in 38 states. In fact, total traveler spending in 1982 had increased to 194 billion dollars and was responsible for 4 1/2 million jobs.

One aspect of the travel and tourism industry, travel agencies had increased at the rate of 10% per year from 1970 to 1981. Gross bookings were up 18% which currently amounts to 31 billion dollars a year. In some areas, travel and tourism has become so profitable that the Las Vegas travel and tourism bureau contributed over 1/2 million dollars to the Clark Country Parks and Recreation Department during the 1982-83 fiscal year to help with the development of recreational facilities for residents (Las Vegas Marketing, 1983.)

Travel and tourism has become so important in the United States that a recent survey done by Knapp Communications Corporation asked, "how do you use your discretionary income?" Those responding to the questionnaire indicated that 74% used their discretionary income for vacation trips of one week duration or more. Vacation by car was reported by 46% and recreation or entertainment listed by 18%. Out of the top 6 responses to this question, the three just listed ranked 1, 2, and 6 respectively (Las Vegas Convention and Visitors Authority, Sept., 1983.) Some other industries that have shown substantial increases in recent years have been the boating industry, which accounted for 3 billion dollars in equipment purchases in 1981, and a total expenditure including gas and supplies of 8 billion dollars. Motorcyclists purchased two billion dollars of equipment and spend a total of 4 1/2 billion dollars on their activities in 1981. Skiing has increased by 6 1/2 times, golf has increased 3 times and sailing is up 3 times from 1960 to 1981 (Crandall, 1983.) These are all examples of commercial recreation enterprises that have grown rapidly.

From the economic standpoint alone, it is easy to see that commercial recreation is a major industry in the U.S. economy. Not only from the number of jobs it creates, but from the total revenue which accounted for approximately 9% of the gross national product of the U.S. in 1981. This country would be in a much worse economic position if it were not for commercial recreation. Commercial recreation is not only a provider of ways to use unobligated time, it is also an important source of jobs within the U.S. economy.

However, the point still remains, does commercial recreation provide activities for family recreation within the U.S.? Let me point out a few of the most recent facts and let you draw your own conclusions. We have talked about the skiing industry which has increased substantially in the last 20 years. The demographics as provided by Ski Magazine's survey, in 1983, indicated that just over 70% of the respondents stated that more than 2 people within their household skied. Thus again, indicating that skiing is a family sport. In fact, a total of three people within any one family accounted for 14.7% of the responses and four people in the family accounted for an additional 13.2%. We have talked about the travel and tourism industry as being a major contributor to the commercial recreation field. Recent studies by the state of Michigan (1983) indicated that families stopping at their information centers accounted for 80% of the resident traveler and 82% of the non-resident traveler. The Las Vegas example was used as one in which commercial recreation is providing revenue to municipal recreation systems. It is easy to see that Las Vegas is not a family destination. However a recent survey by the visitor's bureau for Las Vegas (1983) indicated that 58% of the parties arriving in Las Vegas consisted of 2 people. This could be construed as a husband and wife or a family. However only 6% of the visitors brought their children. An interesting response was to the question which asked should Las Vegas cater to families with children? Forty-two percent of the summer visitors indicated that this would be a welcome change while 37% of the fall visitors responded positively (Las Vegas Visitor and Convention Bureau, Dec., 1983.)

A study of married couples who have children and who attend the Salt Lake City Hockey team games have indicated that 75% of them took their children along to the hockey games (Amicone, 1981.) Other articles have indicated that virtually all ski resorts near the New York metropolitan area offer some type of facilities for small child care. These types of programs have been included in other resorts such as the Kinderkim program at Snow Mass which offers daycare and ski instruction to children as young as 1 1/2

(Salt Lake Tribune, 1984.)

Theme parks are another example. Remember, this is the current version of the amusement resorts that were spoken of in the early 1900's. A quote by Richard Nunis Director of Disney World, in Forture, (1977) indicated that the 43 square mile Disney World "is not just a theme park, but a family recreation center." In fact, there is one commonality of all theme parks in that "their paramount goal is to provide family entertainment through allusions, and "family" invariably means several very special things, including a mix of attractions that will appeal to people of all ages" (Fortune, 1977.)

This was further exemplified by the fact that if you look at any theme park you will note that the mix allows for very young children to shake paws with costumed Mickey Mouses, Bugs Bunnies and Yogi Bears while teenagers and adults line up for the rides and grandparents browse among the shops (Forbes, 1977) thus providing what is truly a family recreation center.

Resorts within the tourism industry are another area that has been discussed. Parents Magazine in April of 1982, indicated that the resort industry had one of its best years in 1980, thanks in large measure to a loyal family following. It indicated that facilities at resorts were catering to children by including such events as hay rides, zoo trips, swimming lessons, craft lessons, rock climbing, children's beaches, pools, playgrounds and separate parent and child seating at meals. In fact, the family market has become so strong that the Club Med which was long known for its swinging singles lifestyle has recently opened four villages called Med Mini Clubs for children aged four to 11 and parents are encouraged to bring children with them on vacations (Changing Times, 1983.)

Even the "cruise industry" has realized the need to provide for family recreation. Cruises are no longer the bastion of wealthy, elderly individuals looking for a way to spend some time,nor it it the swinging singles life as portrayed by the television show, "Love Boat." A March, 1984, article in Better Homes and Gardens was devoted to the best buys in family vacation cruises. These included such things as one week sailing trips, voyages close to home and a section on how to select the proper ship and cut costs while on your vacation.

Given these kinds of statistics and information can you still honestly say that commercial recreation is an inappropriate form of recreation? In reality, commercial recreation is one of the most profitable and most often copied forms of recreational enterprises in the United States. Not only is it a viable source of revenue and jobs for the U. S. economy and individuals, but it is a major provider of family recreational activities. Given these numbers and the historical facts, I hope that you will agree with me that commercial recreation is no longer an evil to be eliminated, but something to be cultivated and encouraged within our society.

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Challenge For Recreation Professionals
Family Recreation

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Headlines in local newspapers document the prevalence of and recent increase in crimes by juveniles in all categories. School, church, and police authorities report children often share less than two hours per day with parents as a family unit. Other news articles continue to focus upon related problems such as latchkey children, child abuse by parents or child care personnel, and family violence.

Life for many families has been and is difficult. Continuing inflation, unemployment, and ensuing stress has affected the lifestyle of many families. For families of low to middle income there are very few jobs to replace those that have been lost due to industrial retrenchment or automation. Both parents and youth who are old enough and have skills are forced to work if they have the opportunity.

Unemployment has drastically changed family lifestyles. Many unemployed persons spend more time, energy, and effort on the job search than they previously spent on the job. Unless suitable employment is found, there is little satisfaction. The frustration leads to lowered selfesteem and creates tension within the family. Reduced family budget contributes further to the tension that is all ready at a high level.

Intergenerational households have become necessary in some instances. Children, parents and grandparents may share a residence as an effort to reduce expenses and provide the essentials for daily living. Cramped living space and differences in value systems and priorities offer potential for increased tensions. Family recreation experiences that offer a change of pace, occupy different space and present an absorbing diversion help make life better for all.

Family recreation includes experiences that may be enjoyed by persons of any age level or as family units that reinforce the bonds between family members. These experiences include activities in all recreation program areas: art, crafts, and hobbies; camping, outdoor, and nature; dance and rhythms; drama, mental, and linguistics; games, sports, and athletics; social recreation and special events. All members of the family may not have the same level of skill or understanding but they may share a common experience. The experience may be provided in one of many program formats: classes for skill development, club activities, competition, social or special events, open facility or as an informal unstructured family activity.

Family recreation

Family recreation is valuable to any family. The family unit is strengthened through shared recreation experiences that develop a sense of trust. Appreciation of other family members is developed by seeing how they handle the experiences of success and failure in game situations. Younger family members have models present to help them develop as responsible, contributing persons. Youth grow more responsible as they are treated as team members in game participation.

Family recreation contributes to leisure education. The home enviornment and family lifestyle that puts priority on shared recreation experiences allows individuals the opportunity to learn appropriate recreation skills and to value them. When these experiences include a wide variety of recreation, the mental, physical, social and emotional health of children, parents, grandparents and friends of the family is enhanced. Free time is no longer a problem. Individuals from homes that value leisure develop options that allow them to reduce tension as a part of their lifestyle. The family that promotes and reinforces the learning of recreation skills and positive use of leisure offers family members a special zest for life lived at its fullest.

The family itself can be a resource for recreation. Intergenerational households often facilitate recreation. The lifestyle of grandparents and great grandparents may contain a variety of activities that may now be considered recreation, for traditional skills necessary for survival are a part of today's recreation. Currently popular are old cooking recipes, traditional methods of cooking such as broiling meat on the hardwood coals, or steamming puddings. Old methods of food preservation such as canning fruits and vegetables and drying them are once again popular. Woodworking, carpentry with simple hand tools, and wood carving as well as scrimshaw are of interest to both men and women of all ages. Traditional handcrafts of spinning, weaving, crocheting, tatting, knitting, sewing and quilting are used by many persons as a means of relaxing or enhancing self esteem. Trapping animals, tanning hides, making leather, leather crafting and tooling are enjoying a comeback to popularity as recreation.

Passtimes and diversions of earlier times are of interest to people of many lifestages. Making and playing instruments such as the dulcimer, guitar, harp, and wooden pipes and the old time style of fiddling of the country dance fiddler is of interest to many young people as well as their parents and grandparents. Hymn and folk singing are also popular as a family or group recreation. The telling of tall takes, spinning of yarns and the sharing of family legends is of interest to many. Hobbies and traditional crafts, some of ethnic significance, may be passed from one generation to another and shared with others as well. Some examples of these are: Scottish bagpiping, folk and ethnic dancing from many nations, tinwork, glass blowing and toymaking.

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Family recreation

Parents may share their special recreation interests with children and friends. These interests may be in sports, cultural activities, games, puzzles, and social activities. Parents may also share the fun, pleasure, and satisfaction of their career or lifework with their children. Parents may be interested in learning games from their children. The family may wish to learn new skills as a family unit. Such family projects might include building a deck or patio, learning a new language for a trip, designing artwork, or developing a family trivia game. Family members have much to share with each other, if they would allow themselves that priviledge.

The family as a target audience has many forms and stages of evolution, all are present in the community. Some examples of the stages of family evolution are: newly marrieds, early marrieds with one small child, two parents employed with school age children, one parent families, all out of the nest families, three generational households, and aged couples with out of town children. Each of these families has some unmet recreational needs and interests in common with other families in the community.

Recreation professionals have major roles to play in family recreation. These roles include: information and promotion, recreation education, and the delivery of recreation services and programs independently or on a cosponsorship or cooperative basis. Family recreation programs and actvities available in the community should be identified. Examine the program offerings in all program areas and all program formats. Could these recreation opportunities serve intergenerational persons? Is there opportunity for active participation as well as passive participation for all ages? What programs are especially designed for families?

A recreation information system for families and others is valuable in any community. It begins with an inventory of programs, activities, and events provided by one, some, or all community recreation providers. Information included should be: name of the program, a description of the program in terms of its focus and content, leadership, date or dates, time, cost and/or supplies required, person or recreation provider to contact for further information or to register. Activities and events should be included under as many reference titles as apply. Cross referencing for program area, formal, sponsor, season, increases use of the recreation information system. Updating recreation services and program information is essential.

The leisure information may be delivered to interested families by calling a central office, or a cooperating media office. Information may be delivered by the community recreation office, cable television, or computer bulletinboard service. Traditional

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methods of delivery are still appropriate for most families. These traditional methods include printed calendars in newspapers and announcements on radio and television. In some communities a recreation information calendar is developed and printed by cooperating agencies and/or commercial sponsors for three month periods. These three month calendars include as much information as is available at the time they must go to press. Chambers of Commerce and other community groups find these calendars as useful as do resident families.

The recreation information system helps create an awareness of recreation opportunities available, but it is of little help to those who do not value leisure or understand the benefits that recreation experiences hold for them. Educational programs suppliment the recreation information system. Such educational programs could include samplers or short term programs of activities in each program area to allow potential participants to try out new activities. Special events, such as festivals, fairs, exhibits, and shows that get people's attention and allow them to interact with guests or presentors or allow them to participate stimulate interest in the activities presented. Recreation activity skill development classes and opportunities for continued skill improvement should be available from agencies that have credibility, qualified personnel, and a record of successful delivery of such programs.

A network of the community recreation service providers is a valuable resource. Such a network is often a coalition that involves all the recreation professionals in the community. No single agency or organization could provide for the needs of all the families in the community in all recreation program areas and all formats. Each agency or recreation provider has its own appeal to specific families and is able to motivate families to participate on a regular basis. The network supports and provides data for the recreation information system. It makes available quality recreation experiences in the areas of its expertise, enabling the families in the community to have more extensive offerings of recreation experiences than would otherwise be feasible in this age of budget cuts and inflation.

Now is the time we as recreation professionals, take the challenge and join together to work to provide the best family recreation offerings for our community. Maybe its time we used our expertise and earned credibility in a joint effort.

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